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ABSTRACT

Resource materials and program planning guidelines are set forth for the creation of a multi-level, modular program in English as a second language for adult learners. An overview of the modular system briefly discusses staff requirements, program designs, and laboratory materials. The role and duties of the teacher aide are treated. Seven specific modules are described: grammar, spelling and handwriting, dialogue practice, reading, listening (16 specific lessons are given), composition, and vocabulary development. The following materials are included in module descriptions: (1) bibliographies; (2) structural course plans which detail objectives, materials, procedures, and means to motivate students; and (3) lesson plans. A chapter on supplementary enrichment discusses field trips, social activities, and audiovisual activities. Methods of evaluation and testing that are discussed include observable behavior, opinion surveys, oral interviews (including an example), written tests, and student evaluation of the class. A brief annotated source list of tests is appended. (JB)

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A PRACTICAL GUIDE TO

Multi-level Modular ESL

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Foreword

The value of individualized instruction has been recognized and promoted in educational circles for a long time. Modular programming constituted a leap forward in the application of this theory to practice. Elementary and secondary schools began developing modular scheduling several years ago. Yet adult ESL was slow to innovate. In too many instances, administrators of ESL classes unilaterally decided needs, materials, and methods of teaching, catering only to the majority and ignoring personal student goals and teacher styles. Balance and choice were lacking, even though the adults involved were, perhaps, the students most qualified and prepared to make the mature decisions which were the basis of the system.

As a result, in adult daytime classes in the vicinity of the San Gabriel Mission of California, a modular approach to teaching English as a Second Language was introduced to provide a student-centered program. With the adoption of this method, it was now possible to consider each person in the broad spectrum of students: a student's previous knowledge, academic ambitions, vocational ambitions, his "American dream," his choice of language study emphasis. The new learning situation provided the student community with the needed balance of functional English with formal skills study. In a four-year developmental program the possibilities for refined grouping, for acceptance of individual preferences, and for student/staff evaluation proved so numerous and flexible that they are still evolving as different needs and situations arise. As their circumstances specify, inexperienced and veteran teachers can adapt the material in this manual to meet individual modes and goals.

Awareness and use of a variety of materials available for each study area enhance scope and effectiveness. Although they are by no means exhaustive, the bibliographies provide a thoughtful, informative starting point for the task of selection in an eclectic approach. The title volume of *Books in Print*, which can be found in public libraries, lists accurate, complete addresses.

The acknowledgement and gratitude of the authors are expressed to the following: C. R. Buck, principal of San Gabriel Adult School, for his encouragement and support; the Alhambra School District for its progressive interest in adult education; the aides and students for helping the system to operate so successfully; Therese F. Marrell for inspiration and invaluable assistance with the final manuscript; our families for consistent cooperation.

P. M. C.
D. M. C.

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Color Coding

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Structural Plans	blue
Lesson Plans	yellow

Chapter 1

An Overview of the Modular System

Capsule Description of a Modular System

In our space age, vocabulary expands and lends ever greater precision to our thoughts. "Module" is related to electronics, but it has been extended and can be defined according to our frame of reference. For our purposes, a module means a selected time unit of teaching/learning which is readily interchangeable. For example, four modules of approximately forty minutes each comprise a half-day teaching session; each module is planned independently and may be changed, modified, or "unplugged," without detriment to the whole. Yet, the modules are interrelated and function in unison to suit individual learning specifications. Modules may vary in length if desired; they are simply time blocks in a total schedule, based on a systems analysis of English as a Second Language. The system of learning ESL is analyzed into the various components of language necessary for functional command to the degree desired by the learner. An average learner wants to understand, read, speak, and converse in the new language. An advanced learner may add creative composition and literature study to his desires. Thus English is broken down into these and further refined components.

After the teacher has decided upon the components, the student selects the ones he most needs or wants. As the student advances in one area, he changes one module. For instance, a student who is proficient in formal grammar skills, but deficient in aural comprehension, can advance to a high grammar level while persisting in mastering a lower level of listening comprehension; he does not have to achieve mastery in all areas at one time to progress.

The organization of such a program depends upon the close participation and team effort of two or more instructional personnel. The latter can be one teacher and one *instructional* aide or two or more teachers. Modular organization is easily adaptable to schools of two teachers as well as to situations of ten or more instructors. In the latter a greater variety of electives can be offered, such as:

Reading and Vocabulary Development Through Study of

United States Government

The Biography of Helen Keller

World Geography

Modern Short Stories

Listening and Discussion Through Television and Radio

Reading, Listening, and Discussion Through Consumer Education

Teachers working alone cannot use the system as described, but may be inspired to create a variation employing these principles and machines or programmed materials.

Reasons for Developing the Modular Approach

The problems which led to the modular solution were:

- The multi-level needs of the students, which so many teachers share
- Continual new enrollment throughout the school year

- Reconciliation of the need for academic skills desired by pre-college students with the strictly functional communication skills desired by some community people
- Sustaining interest in a three-hour program
- Encouraging regular attendance
- Providing an eclectic approach which made use of the best of the many materials available

Advantages of the Modular System

- Students genuinely appreciate having a voice in their own placement and in helping tailor-make their own programs.
- The program caters to individual needs, strengths, and desires with maximum flexibility.
- There is definite progression in each area, and as it is mastered, the student may advance in that area.
- Students encounter a variety of voices, speech mannerisms, and individual instructional approaches of native speakers.
- The activity of changing classrooms and the general scene provides relaxing physical and psychological stimulus.
- Group interaction increases and students are not labeled; the plan coincides well with the philosophy supporting non-graded classrooms.
- Special pronunciation of particular ethnic groups can be attacked in depth without taking the time of other groups which do not share the difficulty. One teacher can drill a problem such as "sh - ch" while the other carries on a general pronunciation lesson.
- The carefully controlled planning format helps the teacher stride forward in all essential areas of the curriculum; no area is neglected.
- The program proves educationally stimulating for teachers, aides, and students and results in improved attendance.
- Instructors compare the performance of students and thus obtain a well-rounded, more objective profile.
- A broad spectrum of excellent materials is coordinated and correlated; new materials are easily introduced.
- Each teacher's strengths have an ideal channel through which they can flow to the students. The teacher can instruct in those areas in which he has special interest or ability.
- Students aid in evaluation and their suggestions can be implemented to provide the best answers to their needs.
- The program is dynamic. It is changing or evolving continually to an upgraded, current level.

Basic Requirements of Personnel

The Administrator must:

- Be familiar with the workings of the system
- Select compatible personnel who are willing to cooperate in a team effort

- Provide a sufficient number of work areas or clustered classrooms to allow independent activities
- Provide as many books and materials, preferably on a student-borrow basis, as budget will allow
- Be available for help or guidance as requested by the team or individuals
- Outline for both teachers and aides the valid duties or activities for aides and make certain teachers know bounds and potential of aides
- Coordinate the school's total program so that all levels are available and students progress through them
- If possible, provide an orientation for aides to help them learn clerical routines and the operation of audio-visual equipment
- Determine fitness of teachers and aides for the task by evaluation of appearance, vitality, voice, speech, enthusiasm, poise, dependability, alertness, flexibility, initiative, ability to work with others, academic competence
- Be of service to students in those problems beyond the scope of the teacher

The Teacher must:

- Be willing to delegate responsibility and share in a team effort
- Have the total program concept in mind and be responsible for its objectives and aims
- Evaluate and select materials suitable to his class
- Train his aide by written plans and by permitting the aide to observe him in action in the classroom
- Plan consistently for himself and for his aide to present a coordinated program
- Assess and evaluate individual and group performance
- Moderate student evaluation sessions and implement reasonable suggestions
- Provide long-range planning discussions with other personnel

The Instructional Aide must:

- Accept responsibility for carrying out plans judiciously
- Strive to accomplish the objectives and aims of the program and the lessons
- Be perceptive regarding student placement or misplacement and inform the teacher as necessary
- Be perceptive regarding use of materials and inform the teacher if a change appears advisable
- Be meticulous in learning clerical routines and the operation of audio-visual equipment
- Employ initiative and creativity without usurping the teacher's role
- Aid in evaluating student performance
- Contribute to long-range planning discussions

Steps in Launching a Modular Program

1. Analyze English into the specific areas you wish to treat, such as pronunciation, dialogue practice, grammar, reading, spelling and handwriting, composition, listening comprehension, vocabulary and idioms.

2. Divide your daily time allotment into modules (time blocks).
3. Decide on the number of modules per week per area and construct a schedule.
4. Decide and divide areas between teachers, between teacher and aide, or among more personnel as staffed.
5. Prepare schedule sheets showing course offerings and open block schedules for students to fill in.
6. Counsel students to make program choices. Stress flexibility, ease of change if dissatisfaction arises, and student decision in these matters.
7. Select appropriate texts and materials for each module.
8. Prepare a weekly plan for both teacher and aide.

See sample sheets for schedules and for weekly plans.

Counseling Students for Self-Placement

At the beginning of the semester, assemble the group and explain that the schedule is similar to a high school program. Step by step, go through each time block and allow time for students to choose and to write in electives. All personnel should assist by circulating and helping individually. Start beginners will be reassured and their schedules filled in and explained using all available crutches such as interpreters and pantomime.

As the semester progresses and new students enroll, the teacher must provide a regular time, preferably the first fifteen minutes of each day, for counseling these new enrollees as well as students who wish to make changes. This is a good time for unstructured conversation and socializing among the students.

The teacher pre-tests informally first, and then formally if the level indicates. He attempts a simple conversation with the new student. Questions may include:

- What is your name?
- Which country do you come from?
- What language do you speak?
- Have you studied English before? Where? How long?
- Do you have a friend at this school?

See the oral interview sample in Chapter XII for further details. The student's responses will clue the teacher to the readiness for a written test. These persons should not be subjected to a formal examination: start beginners; reasonably fluent, but reluctant community students who may lack formal skills; highly nervous students. (They may gain confidence to try a test at a later date.) These persons should be tested after the teacher explains the purpose, which is placement in suitable modules: visa students; other students seeking high school credit or college entrance; residents who willingly accept the challenge.

The teacher may develop an examination, oral or written, based on his program, or he may select one of several available objective tests. Some suggested tests are:

- English Language Institute Examination in Structure
- English Language Institute Aural Comprehension Examination
- Alemany English-Second-Language Placement Test
- Ilyin Oral Interview
- Michigan Test of English Language Proficiency, Form A

Annotations and availability may be found in Chapter XII. Test ranks are individually determined by each teacher in terms of student range and placement. Cut-offs are somewhat arbitrarily set for satisfactory grouping. For instance:

- No test—Start beginners

Score 30 - 50—Advanced beginner grammar

Score 51 - 75—Intermediate grammar

Score 76 + —Advanced grammar

Actual placement occurs after the teacher has scored the pre-test to determine the grammar level. The student is shown a program schedule blank and grammar modules are filled in unless he indicates that he does not wish to study any formal grammar. The student is asked about his preferences, such as pronunciation or programmed reading, composition or dialogue practice. When the teacher is sure the student understands, the course selections, room numbers, and instructors' names are filled in. The student keeps this schedule.

In assisting the student making modular choices, the teacher must give more or less help as needed, but emphasize student decision whenever possible. Additional suggestions are:

- If the student is undecided, let him observe various modules before making a commitment.
- The start beginner's program is not as flexible; a standard general course is recommended to begin, but students advance at varying points in time.
- Beware of placing a timid student in a module too advanced for him. Let him get his bearings and self-confidence in an easier class and then feel the satisfaction of advancing.
- Explain that course changes can easily be made at almost any time.
- It is usually easier to move a student to a more advanced level than to put him back at a lower level. For many foreign students, this can mean a traumatic "loss of face."
- If a student is extremely shy or poor at self-evaluation, the teacher must take the initiative in guiding him to the most appropriate class.

Implementing Staff Communication

Staff communication must flow freely upward, downward, and laterally to foster rapport and growth. Varied means of communication must be provided.

I. Meetings

A. District Level

1. Participants
 - a. Administrators
 - b. Teachers
 - c. Aides
 - d. Student and community representatives
2. Purposes
 - a. To identify needs
 - b. To determine goals and objectives

B. Each School Within the District

1. Participants
 - a. Administrators
 - b. Teachers
 - c. Aides
 - d. Student representatives, on occasion

2. Purposes
 - a. To plan programs which meet needs and can fulfill goals and objectives
 - b. To evaluate existing programs
 - c. To coordinate study areas and materials
 - d. To voice constructive ideas and opinions

C. Modular Team

1. Participants
 - a. Teachers
 - b. Aides
 - c. Student representatives, on occasion
2. Purposes
 - a. To coordinate and vitalize team awareness and efforts
 - b. To evaluate program
 - c. To plan on-going activities
 - d. To assess general student performance
 - e. To express needs
 - f. To contribute constructive ideas

II. Opinion Surveys

A. Administrator-prepared Sample Questions

1. What are the strengths of our program?
2. What are the weaknesses of our program?
3. What are your suggestions for upgrading our program?
4. What are your needs in specific areas which will enhance effectiveness and help you meet district goals?
5. What topics or areas would you like to have presented in a workshop?
6. Would you be willing to contribute to the workshop?
In what way?
7. Can you suggest available speakers for a workshop?

B. Teacher-prepared Survey

See sample of Student Evaluation of the Class in Chapter XII

III. Workshops

- A. Panel Discussions
- B. Open Discussions and Sharing of Ideas, Techniques, and Resources
- C. Demonstrations with Students: live or video-taped, followed by analysis and evaluation
- D. Demonstrations Involving Teachers and Para-professionals in Role-playing
- E. Publishers' Showcase
- F. Teachers' Displays
- G. Mini-courses in Instructional Techniques with Abstracts Prepared for Distribution

Sample Modular Program

4 days, 3 hours daily, multi-level, 2 teachers, 1 aide

			Module 1 (30 min.)	Module 2 (45 min.)	Module 3 (30 min.)	Module 4 (40 min.)	
M O N D A Y	R.M.	15 minutes - Attendance, Counseling, Unstructured Conversation	SRA	Advanced Idioms	Int. Listening	Adv. Newsletter/ Discussion	Clean-up
	1		Pronunciation 1	Intermediate Grammar	Adv. Vocabulary	Int. Grammar - Written Exercises	
	2		Pronunciation 2	Beginning Grammar	Spelling and Handwriting	Beg. Dialogue and Pattern Practice	
T U E S D A Y	3		SRA	Int. Idioms	Int. Reading and Vocabulary	Int. Dialogue Practice	
	1		Discussion	Adv. Grammar	Adv. Listening	Adv. Composition	
	2		Pronunciation 2	Beg. Grammar	Beg. Reading and Vocabulary	Beg. Composition	
W E D N E S D A Y	3		SRA	Adv. Idioms	Int. Listening	Int. Dialogue Practice	
	1		Pronunciation 1	Int. Grammar	Adv. Vocabulary	Adv. Composition	
	2		Pronunciation 2	Beg. Grammar	Beg. Spelling and Handwriting	Beg. Composition	
T H U R S D A Y	3		Audio-Visual Program - all levels	Int. Idioms	Int. Reading and Vocabulary	Int. Newsletter/ Discussion	
	1			Adv. Grammar	Adv. Listening	Adv. Grammar - Written Exercise	
	2			Beg. Dialogue and Pattern Practice	Beg. Reading and Vocabulary	Beg. Dialogue	

Sample Modular Program

2 teachers, no aides, 4 levels

			Module 1 (40 min.)	Module 2 (40 min.)	Module 3 (40 min.)	Module 4 (40 min.)	
MONDAY TUESDAY WEDNESDAY THURSDAY	15 minutes - Attendance, Counseling, Unstructured Conversation	Break Time - 15 minutes	Grammar Level 1 - Lab Level 2 - teacher Level 3 - Lab Level 4 - teacher	Grammar Level 1 - teacher Level 2 - Lab Level 3 - teacher Level 4 - Lab	Reading Level 1 - SRA Level 2 - Teacher, Short stories Level 3 - SRA Level 4 - Teacher, Consumer Ed.	Levels 1 & 2 - TV, Listen & discuss Levels 3 & 4 - Idioms	Clean-up
			as Monday	as Monday	Level 1 - U.S.A., Customs & Culture Level 2 - SRA Level 3 - Teacher, textbook compre- hension Level 4 - SRA	Levels 1 & 2 - Practical Writing Levels 3 & 4 - TV, Listen & discuss	
			as Monday	as Monday	Levels 1 & 2 - Dialogue Practice Levels 3 & 4 - Dialogue Practice	Levels 1 & 2 - Practical Writing Levels 3 & 4 - Composition	
			Audio-Visual - all levels	as Monday	Levels 1 & 2 - Pronunciation & Dialogue Practice Levels 3 & 4 - Pronunciation & Dialogue Practice	Levels 1 & 2 - Spelling & Vocabulary Levels 3 & 4 - Group story writing	

Sample Modular Program

2 teachers, 2 aides, 6 levels

			Module 1 (30 min.)	Module 2 (45 min.)	Module 3 (30 min.)	Module 4 (45 min.)	
MONDAY TUESDAY WEDNESDAY THURSDAY		15 minutes - Attendance, Counseling, Unstructured Conversation	Levels 5 & 6 - Special help Levels 3 & 4 - Dialogue Pronunciation Programmed Instruction, Supervised	Levels 3 & 4 - Grammar Adv. Idioms Level 1 - Dialogue Beg. Listening	Levels 5 & 6 - Reading & Vocab. Level 2 - Dialogue Int. Listening Level 1 - Audio-lingual Practice	Grammar 3 & 4 - Exercises Spelling & Reference Skills Adv. Newsletter Programmed Instr.	Clean-up
			Levels 3 & 4 - Dialogue Discussion Level 1 - Grammar Beg. Idioms	Levels 5 & 6 - Grammar Int. Idioms Level 2 - Grammar Level 1 - Grammar Review	Level 2 - Grammar Adv. Listening Level 1 - Dialogue Int. Newsletter	Adv. Composition Level 2 - Reading Levels 3 & 4 - Reading & Vocab. Level 1 - Audio-lingual Practice	
			Levels 5 & 6 - Special help Pronunciation - Special groups Pronunciation - General Programmed Instr.	Levels 3 & 4 - Grammar Adv. Idioms Level 2 - Grammar Level 1 - Grammar	Levels 5 & 6 - Reading & Vocab. Int. Listening Level 1 - Grammar & Dialogue Beg. Idioms	Adv. Composition Level 2 - Reading Levels 3 & 4 - Reading & Vocab. Level 1 - Audio-lingual Practice	
			Audio-Visual Program All classes	Levels 5 & 6 - Grammar Int. Idioms Level 1 - Grammar Level 2 - Grammar Exercises	Levels 3 & 4 - Dialogue Adv. Listening Practical Writing Programmed Instr.	Levels 5 & 6 - Grammar Ex. Programmed Instr. Levels 2, 3 & 4 Dialogue Level 1 - Dialogue	

Sample Modular Program

1 teacher, 1 aide, 2 or 4 levels

			Module 1 (30 min.)	Module 2 (45 min.)	Module 3 (30 min.)	Module 4 (45 min.)		
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	15 minutes - Attendance, Counseling, Unstructured Conversation	Break Time - 15 minutes	Clean-up	Pronunciation	Levels 3 & 4 - Advanced Idioms
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	15 minutes - Attendance, Counseling, Unstructured Conversation	Break Time - 15 minutes	Clean-up	SRA & Handwriting	Levels 1 & 2 - Grammar
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	15 minutes - Attendance, Counseling, Unstructured Conversation	Break Time - 15 minutes	Clean-up	Pronunciation	Level 1 & 2 - Idioms
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	15 minutes - Attendance, Counseling, Unstructured Conversation	Break Time - 15 minutes	Clean-up	Discussion	Levels 3 & 4 - Grammar
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	15 minutes - Attendance, Counseling, Unstructured Conversation	Break Time - 15 minutes	Clean-up	Pronunciation	Levels 3 & 4 - Advanced Idioms
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	15 minutes - Attendance, Counseling, Unstructured Conversation	Break Time - 15 minutes	Clean-up	SRA & Handwriting	Levels 1 & 2 - Grammar
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	15 minutes - Attendance, Counseling, Unstructured Conversation	Break Time - 15 minutes	Clean-up	Levels 1 & 2 - Listening	Levels 1 & 2 - Grammar Exercise
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	15 minutes - Attendance, Counseling, Unstructured Conversation	Break Time - 15 minutes	Clean-up	Levels 3 & 4 - Vocab. & Spelling	Dialogue & Newsletter
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	15 minutes - Attendance, Counseling, Unstructured Conversation	Break Time - 15 minutes	Clean-up	Levels 3 & 4 - Listening	Levels 3 & 4 - Grammar Exercise
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	15 minutes - Attendance, Counseling, Unstructured Conversation	Break Time - 15 minutes	Clean-up	Levels 1 & 2 - Vocab. & Spelling	Dialogue
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	15 minutes - Attendance, Counseling, Unstructured Conversation	Break Time - 15 minutes	Clean-up	A-V Program	Levels 1 & 2 - Idioms
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	15 minutes - Attendance, Counseling, Unstructured Conversation	Break Time - 15 minutes	Clean-up	All classes	Levels 3 & 4 - Grammar

Teacher's Weekly Plan

4 days, 3 hours

Module 1		Module 2	Module 3	Module 4	
M O N D A Y	Pronunciation sh sound Dixson, pp. 70-73, Speech Manual, related poems, 178-179 Dixson books for students	Grammar 2 Past progressive tense - construction & use Lado 2, 47-51 Assignment: Workbook, 23-24, A & B	Vocabulary & Reading Lesson 23: Introduce words in reading; pronounce & learn definitions	Composition Picture descriptions; select pictures, verbalize. List words that describe body size and features. Picture file	M O N D A Y
	Discussion If you could have any car you wanted, which one would you choose. What color? Why?	Grammar 3 Construction & use of passive voice, Lado 3, 41-45 Assignment: Workbook, 16-17, "Write" section	Listening Worksheet: One Word Substitution; easy sub. drill Worksheets Colored pencils	Composition Distribute outline questions for picture descriptions. Write. Worksheets Pictures	
W E D N E S D A Y	Pronunciation zh sound (usual) Dixson, pp. 73-75, Consonants & Vowels, 19-21, Tape 2 Tape Reel tape recorder	Grammar 2 Progressive tense past neg. and interrogatives; Information questions, Lado, 51-54 Assignment: Workbook, 25-26 C & D	Vocabulary Lesson 23: Spelling presentation of root words; quiz words from 22 & 21 Colored pencils	Grammar 2 Cont. progressive, Regents exercises, Book 2, 26-27 orally 28 written Regents 2 books	W E D N E S D A Y
	Audio-Visual Film: Dr. Heidegger's Experiment (20 min. - color) Film, projector, screen	Grammar 3 Passive voice without agent; drill past participles, 46-50 Assignment: Workbook, 17 & 18, "Read" section	Listening Worksheet: One Word Substitution, more difficult change Worksheets Colored pencils	Grammar 3 Passive voice, Regents 3: 38 & 39 orally; 40 written Regents 3 books	
T H U R S D A Y	Helpers: Orlando Rosalinda	Evaluation Mtg. Tues. 11:20	Order bus for field trip		N O T E S

Teacher Prepared Plan For An Aide

	Module 1	Module 2	Module 3	Module 4	
M O N D A Y	SRA Reading Instruct Vichest and Mohammad in use of kit Supervise other students SRA Kit Graph paper	Advanced Idioms Students write dialogues using idioms from lessons 27 & 28 Work in pairs or groups; share Idiom books	Int. Listening Abbreviations; see detailed plan Plan Teacher's list	Dialogue Market shopping Introduce conversations and substitution drills Asian Newcomer Parent Program Manual	M O N D A Y
T U E S D A Y	Discussion If you could have any car you wanted, which one would you choose? What color? Why?	Int. Idioms Introduce first half of Lesson 5, 17-18 Idiom books	Beginning Reading Chapter 8, introduce; read orally; discuss Readers - <i>Lopez Family</i>	Dialogue Compare market ads for best meat buys, sugar, vegetables & fruits. Market Ads - 2 stores; 10 copies	T U E S D A Y
W E D N E S D A Y	SRA Reading Check graphs; Advance to new colors if any are ready SRA Kit Graphs	Advanced Idioms Complete sharing of student prepared dialogues; matching quiz, lessons 25-28 Quiz worksheets	Int. Listening Abbreviations, second half See detailed plan Correct Plan; list Colored pencils	Newaletter <i>You & Your World</i> Discuss article "Who Decides Life or Death?" Puzzle in groups 20 copies	W E D N E S D A Y
T H U R S D A Y	Audio-Visual Film: Dr. Heidegger's Experiment Film Projector, screen	Int. Idioms Introduce second half of Lesson 5, 17-18 Idiom books	Beginning Reading Chapter 8, exercises, 36 & 37, oral and written <i>Lopez Family</i>	Office Weekly attendance report Duplicate 3 master copies File listening papers	T H U R S D A Y
N O T E S	Helpers Orlando Rosalinda	Evaluation Mtg. Tues. 11:20 a.m.			N O T E S

Some Suggested Laboratory Materials

I. Reference Books

- A. English dictionaries
 - 1. Student or standard editions
 - 2. Children's picture editions
- B. Thesauri
- C. Encyclopedias
 - 1. Standard sets
 - 2. Children's pictured sets
- D. Almanac
- E. Atlas
- F. Telephone directory
- G. Store catalogues

II. Teaching Aids

- A. Programmed kits
 - 1. Handwriting
 - 2. Reading
 - 3. Language
- B. Classroom maps
- C. Picture file
- D. Educational games
- E. Flashcards
- F. Phonics cards
- G. Workbooks for independent use
- H. Laboratory Machines
 - 1. Typewriter
 - 2. Duplicator
 - 3. Copy machine

III. Audio-Visual Equipment

- A. Film projector
- B. Tape recorders
- C. Slide and filmstrip projector
- D. Record players and listening posts
- E. Language Masters machine
- F. Overhead projector
- G. Accompanying materials

Chapter 2

The Instructional Aide in the Modular System

Qualifications

To employ aides as truly instructional personnel is one aim of a good ESL program. There are several areas of language instruction which can be handled competently by intelligent high school graduates with the following other necessary qualifications:

- The aide must possess the ability to work harmoniously with all people—young, old; foreign, native; aggressive, shy; well-educated, poorly educated; quick, slow. Genuine acceptance of people of all cultures will be projected in demeanor and attitudes free from patronizing behavior or prejudice.
- Functional knowledge of good English usage and a basic knowledge of fundamental grammar are essential. Well-developed verbal skills are the tools of the trade in communication, discussion, vocabulary building, word stress, and pronunciation.
- Quick comprehension is needed to understand the teacher's verbal and written directions or plans.
- The aide must be able to keep accurate records and prepare necessary reports regarding attendance and book distribution.
- Perspicacity is requisite to determine and report listener or participant comprehension. This skill is taxed while overseeing programmed activities as well as while addressing a group.
- The aide should respect the teacher and his role. He should appreciate the organizational skills and depth of preparation the teacher brings to the job.
- An aide must have a flexible personality which can accept change and exchange, development and growth, constructive evaluation and suggestion. He should be aware of his duty to release the teacher from those routines which do not require specialization.
- Empathy and a sense of humor will offset frustrating moments as well as plateaus of language learning.
- Self-confidence is necessary to meet and guide a group with leadership.
- Pride in being part of an effective instructional team will manifest itself in willingness to learn and to improve techniques.
- An aide's initiative is an asset which lends creativity to instruction without his usurping the teacher's role by deviating from the performance objectives. Clearly understanding these objectives, he contributes toward achieving them.
- In those situations in which the foreign group speaks the same language, it may be desirable to have an aide who also speaks that language. The bilingual aide can facilitate communication about certain procedures and complex matters. However, to avert students' tendency to become dependent on the aide's translation, he has the special problem of using English in simple sentences with minimum use of the native tongue and of encouraging students to help each other to comprehend. In heterogeneous language groups, the bilingual aide may inadvertently alienate those students who feel that one culture is favored.

Careful screening should be conducted to select persons of the described caliber because human relations are of the utmost importance in successful language teaching and learning. The personality factors are of prime importance, because an impatient, xenophobic, dour, grammar expert could spell death to a program. Likewise, the intelligence factors affect carrying out another's plans and reporting meaningfully, which demand on-the-spot thinking, concept expansion, and appropriate response.

Rapport and Interaction

Harmony among people of various cultures is keynoted by the instructors. The latter's respect for and acceptance of each other and of all students will send good vibrations throughout the class. At times, they must act as a buffer between hostile parties or nationalities.

When warmth and friendliness prevail, an exchange of cultural experiences occurs. Students look forward to greeting their classmates; young and old students appreciate the balance each group provides; the learning task is a joyful challenge.

In many cases, the language class provides the only bright spot in an otherwise lonely and unfamiliar setting. Rapport increases self-confidence and self-worth, thus reducing estrangement so that the student can become a part of the community.

Orientation of the Instructional Aide

The compatibility of teachers and aides is essential to the success of a modular program (See: The Administrator and Selection of Personnel). There are frequently interrelating factors in the work modules which may serve to reinforce learning from one to the other and to raise questions in any of the areas of language study for further exploration or clarification. In a harmonious atmosphere, group studies can parallel or relate to each other to everyone's advantage. Exceptions to rules, inconsistencies or diversities among language authorities, misconceptions among some students can be discovered and explained within the teaching team and then within the classroom. In the aide's orientation to the job, the importance of this team effort to present a solid, coordinated program is stressed. Each person's contribution can and should enrich the program.

On arrival, the aide should be introduced to the staff and should be thoroughly acquainted with the school facility. As the aide is being adjusted into his instructional role, the teacher should be able to determine the aide's experience, self-confidence, familiarity with materials, knowledge of duties and techniques, and readiness to handle the assigned modules.

At the start, time should be allowed for the aide to examine texts and available teaching aids, as well as to learn about their organization and storage. Further time should be allotted for the aide to observe lessons, utilizing a prepared lesson guide which notes the significant elements of lesson development. (See the *Observation Guide for Aides and New Teachers*.)

After the observations, the teacher could plan a "chat" session for several minutes to learn whether or not salient points were noted and to familiarize the teacher's aide with characteristics of the class and of those individuals with special problems, medical or otherwise. After successive observations, the aide can extend his assistance to the teacher until the groups are organized to function independently.

When the aide is ready to be initiated into a classroom experience as the sole instructor, the teacher prepares and presents him with a structural plan for one module of study. To ensure understanding, the teacher discusses the various parts of this structural plan with the aide, calling attention to certain effective procedures from the observations. Actual plans are included under specific module headings. In addition, aides should receive weekly plans from the teacher, preferably several days in advance of the schedule. (See the sample in Chapter I.)

As the aide steps into his new role, it is advisable to evaluate daily. Evaluation should allow two-directional communication, upward and downward; the teacher may offer suggestions; the aide may freely comment on his satisfaction or dissatisfaction with any part of the lesson or material. The aide can feel free to seek help as needed and gain security in his new position. Later evaluations of lesson effectiveness will be generally informal; however, on occasion, such as once a month, a formal evaluation meeting could be arranged to get distance perspective on the program with its desired goals.

Establishing Rapport the First Week

A specific plan is suggested for new teachers to help them surmount the hurdles of the first week.

Day 1

Assemble the students in one room. All instructors should be on hand. Welcome the students. Introduce yourself and the other instructors. Make clear the level(s) of the class and the days and time of instruction.

- Distribute enrollment cards and, using the board or a prepared enlargement, fill in each item illustrating appropriate sample information. All instructors should circulate to check that students understand.
- After enrollment cards are collected, the aide should again check them while the teacher explains the book distribution system—buy or borrow. She tells them when to expect books.
- If a student handbook has been prepared, present it. Go over the table of contents, stress the handbook's value, and assign intermediate and advanced students to read all or part of it by the next meeting.
- After business is finished, begin some chain drills to acquaint the students with each other. Some suggestions follow.

Hello, my name is _____. What's your name?

I come from _____. Where do you come from?

I have been here _____ (years, months, days). How long have you been here?

I speak _____. What do you speak?

- After each drill has been heard and repeated, write the sentences on the board to add visualization to the lesson.
- After everyone is somewhat acquainted, begin an explanation of the modular system. Present duplicated copies of the master program; point out the groupings and areas offered at specific times. Explain and re-explain.
- Describe the modules and their long-range objectives. Be sure students understand the meaning of "module." Clarify room numbers and locations. Either collect the master program copies or let the students take them home and bring them back to the next meeting.
- Allow beginners to receive explanations in their own languages from advanced students whenever possible. Stress that beginners will not take a test. They will begin a regular class on the second meeting. Explain the need for a test to group other students into the appropriate classes. Prepare intermediate and advanced students for the type of test you will give by selecting a few sample items to discuss.
- If there is time, go over the school location and some essential plant regulations, such as those related to smoking and safety.

Day 2

The second meeting will repeat in abbreviated form many of the points covered the first session. After questions have been asked and answered, the beginners will be taken to a different room to begin a first lesson.

- Then the intermediate and advanced students will be tested. Be sure to inform them of the amount of time they have. Carefully go over labeling of answer sheets. Collect. Correct the tests before the next meeting; ascertain level boundaries.

- Follow with a movie, a filmstrip, or some pictures to motivate a discussion.
- Go over several points in the handbook.

Day 3

Again assemble all intermediate and advanced students. Go over more points in the handbook.

- Return the test scores and explain the boundaries for the levels. Distribute master program sheets and modular program selection blanks. Direct students to fill in the appropriate grammar module indicated by their test scores.
- Slowly and carefully go through each module, explaining as students make selections. Circulate to lend help as needed.
- Check the time. Find out which modules are scheduled for this time and regroup the class. Present respective lesson or give suitable assignments.

Day 4

Divide into modules, distribute books, and launch a full, regular program.

- Instruct students to continue studying the handbook which will be discussed at the next general session or audio-visual program.

Maintaining Rapport

- Smile a lot; enjoy the class. Greet individuals by name when possible. Engage in brief, casual conversations.
- Praise and encourage genuinely and frequently; when errors are made, give the student time to go over the item, prompting him to rethink for the correct response.
- Be patient waiting for answers and discourage calling out of answers.
- Continuously reassure students. Discuss learning characteristics and plateaus with them.
- Treat the students as *adults*. Respect their right to make choices about learning.
- Discuss problems with students, but don't scold an individual; repress your "psychological parent impulse." Remind students about plant standards at a general class session.
- Praise progress, but don't emphasize grades or scores. Maintain a pressure-free, non-fail atmosphere with a policy of self-determination: teacher input + student input = student output.
- Develop a regular system of recording progress, such as a work file which proves your awareness of student performance.
- Be as consistent as possible in mood. Treat students equally, requiring the same standards of all, yet not losing empathy in extenuating circumstances.
- Command respect by proper dress, demeanor, language, and self-respect.
- If possible, duplicate a handbook for students including the following:

Names of the staff

School address and telephone

Plant diagram

Regulations for visa students

Plant regulations regarding smoking, safety, and storage of materials

Method of book distribution

Policy regarding homework, projects, trips, and assignments

Community agency referral directory

This booklet ensures that all new enrollees receive significant information and full orientation.

- Plan picnics, field trips, or socials during class time; share food, music, and talents.
- Be attentive to student comfort. Occasionally provide a cold drink on a hot day, or a hot drink on a cold day. On rainy days, provide reference books or manuals, puzzles, or games for use during class recess.
- Be cautious to avoid usurping the role of a psychologist, doctor, or lawyer. Be a referral bureau, but don't pretend expertise beyond your field.
- Exhibit professional competence and a willingness to help solve learning difficulties, but don't be afraid to admit errors or the need to corroborate information from reliable sources.

Establishing Rapport with Late Enrollees

- Project yourself into the feelings of the student arriving at a launched class for the first time. If he comes alone, he may experience many misgivings. He is probably wondering if he can communicate sufficiently, if there are other students who speak his language, if there are other students from his country, if the class will meet his needs, if he can achieve success.
- Nurture the courage they show in coming. Some people who have studied English already or who have lived in this country for quite a while, but who still do not speak the language well by their own standards, have a low self-image. They may doubt their ability to learn and you must provide confidence.
- Appear unhurried and delighted to greet a new student even if he appears aloof. This is a duty of prime importance.
- After the enrollment is completed, the aide should show him the classrooms and lounges. If he is at an intermediate level or above, he should be given a handbook with some explanation.
- Ask if he is willing to take a placement test that day or if he prefers to wait until the next meeting. Explain its purpose. Test, if agreeable.
- Invite the student to observe the classes. If he is a beginner, assign him to that module. At break time, introduce the student to a countryman, if there is one, or to another who speaks the same or a related language. Don't be surprised if they appear unfriendly; there may be national conflicts of which you are unaware. For example, there are delicate situations in Yugoslavia, India, and the Middle East.
- In a large class, a low-key approach in which a new student simply slips into a seat and begins participating on "safe" items seems most satisfactory. Frequently they are not prepared for fanfare and appreciate the subtle approach.
- In small classes, it is more polite to introduce the new student and attempt a few questions which will uncover a common factor to help him relate to the group and to individuals. Some common factors are language, length of stay in the country, job experience, geographic proximity.

- Assign an extroverted student to share books and familiarize the new student with the location and with other students.
- Visit with the new student at break time or check that he feels included in class recreation.

The Instructional Role: Pronunciation

In a pronunciation class with a teacher, an aide may pass among the students listening and reproducing sounds for students, guiding them in the exercises. Usually, but not exclusively, the teacher makes a particular diagnosis of certain students' problems while the aide later provides the drill for these students on proper articulation of sounds, correct stress and intonation, and rhythm of phrases and sentences.

In a small group the aide assists students who have similar pronunciation problems, who have been absent, or who have enrolled late. Those students who find familiar letters sounded differently in English may need individualized help in a group of limited size where they can observe how various sounds are aspirated and how the tongue positions are changed. An aide may be instructed by the teacher to use the Language Masters teaching machine with a few students to enable them to hear and repeat sounds and words as often as necessary, then record their production, listen, compare, and work toward perfection.

The Instructional Role: Grammar

In the area of grammar the emphasis for the aide is on review and drill. After the teacher has presented the point of grammar, the aide reinforces this learning by additional, intensive exercise. These drills are mostly confined to beginning and intermediate grammar because aides are familiar and comfortable with these levels. The practice and repetition needed for a particular grammar principle, provided by the aide, is usually oral, but sometimes written, using the same exercises of an earlier lesson. For the purpose of variety, however, it is suggested that supplemental grammar exercises using books other than the basic text be employed as well. An answer book should be available covering these exercises.

Late enrollees in the class who are new to the study of English grammar would benefit from small group instruction with an aide who feels able to teach beginning grammatical material as introduced in a carefully selected text.

The Instructional Role: Reading

Teaching reading at the beginning and intermediate levels is readily learned and assumed by an aide. First, it should be mentioned that the purpose of the reading module is to aid students in decoding stories into the English language, not to teach them how to read. Books especially written for students of English are most helpful to aides since they provide graded readings and exercises with a format simple to follow. In the reading area the aide helps students to learn the basic vocabulary and to expand to a larger reading recognition vocabulary. The aide listens and, when necessary, corrects the pronunciation after each oral reading. Through discussion and review he checks student comprehension of essential points and guides conversational exercises for broader understanding. At the beginning level the use of illustrations and a picture dictionary can help to explain the new vocabulary; for aides, it can be something of a challenge to rephrase or define words in simple language more easily understood. At both levels student dictionaries with the native language may have a valid use. At the advanced level there is intensive in-depth teaching of special reading skills which may be best achieved by the teacher.

The Instructional Role: Idioms

English, as well as several other languages, is particularly rich in idioms—those expressions whose meaning is not predictable from the usual meaning of its constituent elements. They add color and vigor to speech, are readily understood by native speakers, and are the bane of language learning. Since this is an area totally dependent on the aide's natural speech, he easily commands this module, which is, in fact, a division of vocabulary development. Several books list idioms and provide appropriate exercises.

The aide introduces and explains the idioms, presents exercises to determine grasp of meaning, and conducts activities in which students use the expressions in original sentences or dialogues. A structural plan for a method of presenting one unit of idioms is included in Chapter X. Resourcefulness in clarifying meaning increases with experience.

The Instructional Role: Programmed Instruction

Programmed materials are those learning devices studied independently by the learner until check tests prove his mastery, at which point, he moves to the next building block of the skill. An aide fulfills the vital function of launching the beginner on the program, explaining directions or details, supervising testing, correcting, and determining the learner's readiness for the next level. Although the materials are prepared for independent use, precious time is frequently lost in confusion without a resource person. Also, most learners receive a psychological boost from reporting to an instructor who is aware of his needs and achievement.

The Instructional Role: Listening Lessons

At the intermediate level, listening lessons become a key to progress. The student must attune himself to decoding the words of native speakers complete and replete with varying tones and speech mannerisms. The teacher draws up exercises which are so specific that the aide can easily present them. In the listening module, the aide should present incremental material in an incremental method—three repetitions, two repetitions, one repetition; much explaining and preparation, little preparation or visual clues. Further details are included in the specific plans for listening. As students advance, the learning is directed more outward than upward, and the teacher is needed to improvise and present peripheral material.

The Instructional Role: Testing

The aide can monitor examinations in those situations in which tests are formally administered. If a teacher wishes to obtain valid results for publication or for recommendations of students to other schools, certain regulations must be enforced or ensured by the presence of an authorized person. This is a time-consuming activity from which the teacher can be freed. Providing clear directions according to the test plan, making certain that all students comprehend, is essential to eliminate unnecessary questions and noise.

The Instructional Role: Discussions

Moderating discussions requires skill gained through experience, but aides will particularly enjoy this opportunity to become more aware of the students as individuals with a variety of opinions and diverse backgrounds. Getting out the idea comprehensibly is the aim of most discussions, and the moderator tries not to inhibit contributors by correcting their sentences on the spot. Common errors are noted and corrected at the end of the discussion.

The Non-Instructional Duties of the Aide

- Keeping accurate attendance records as prescribed by the district or the school
- Checking enrollment cards and emergency information
- Keeping records of book loans and sending reminder notices to return materials when necessary
- Typing materials to duplicate if a free module is scheduled
- Duplicating masters as needed
- Correcting objective tests and recording scores
- Filing student papers
- Operating audio-visual equipment
- Maintaining neat, organized storage areas
- Locking classrooms and storage rooms

The teacher should schedule all or portions of one or two modules per week for performance of these duties and for lesson preparation. All work should be done during class hours; it is unfair to expect an aide to devote additional time to performance or preparation.

Evaluating Group and Individual Interaction

- Is the classroom atmosphere relaxed? Are the messages from non-verbal communication positive and uplifting? Are students free to ask questions for clarification?
- Is there an appreciable amount of light, gentle banter?
- Do students help each other?
- Are break times filled with conversation, not only within native language groups, but among various culture groups?
- Do students participate in planning activities, in evaluating modules, in sharing experiences?
- Do students take pride in the appearance of the classrooms by keeping them clean?
- Is attendance good, considering the outside responsibilities of the students?
- Are new students readily welcomed by the class and brought into the group?
- Do former students occasionally write or visit?
- Are a satisfactory number of students achieving realistic goals? Are they moving upward within the program or outward to higher learning?
- Are students actively participating in and controlling discussions commensurate with their level of achievement?
- Do post-tests show growth?
- Are students aware of the objectives of testing and of the aims of the various modules? Are they convinced that their learning prescriptions are beneficial and relevant, that their time is being spent wisely?

- Do the students receive ample positive reinforcement by praise, by success in the given tasks, by teacher-prompting when needed for correct response, by certificates of achievement?
- Are students motivated to use English outside of school to see movies, to watch television, to listen to the radio, to read American newspapers and magazines, to make American friends?
- Have students developed a community awareness, and are they using community resources for enjoyment and fuller living?
- Is the instructor a good listener, easy for the students to talk with?

Blending Tutors Into the Program

Volunteer tutors can be an asset to a teacher who can use their services on a one-to-one basis or with a group of two or three. In such instances, tutors can be invaluable in working with illiterates, with students singularly deficient in a skill such as handwriting, or with late enrollees who need individual help to reach the class level, particularly in beginning grammar. Tutors can be trained to operate tape recorders and to use tapes effectively to provide needed drill. However, at the outset, it must be clearly explained to tutors that their purpose is to prepare students to fit into the regular program as soon as possible.

Moreover, the use of tutors, although beneficial in many instances, places an added responsibility on the teacher. These persons, too, require a training period in methods, similar to the orientation of an aide, and guidelines to keep the instruction directed on course toward definite goals. Brief, informal evaluations will be necessary to use reporting meaningfully. Also, it is advised that together, teacher and volunteer select definite time periods each week when his services are to be expected.

Observation Guide for Aides and New Teachers

When observing an experienced teacher demonstrate any lesson, an aide or new teacher should be aware of several points which could be significant in his instructional role.

Preliminaries

Observe the room arrangement, the adjustment of light, ventilation, and heat.

Note the number of students.

Find out the type of lesson to be presented.

Materials

Where were they stored?

Who prepared them or obtained them?

How were they distributed?

Motivation and Procedures

What initial actions did the teacher make to get the class's attention?

Was there a warm-up period of informal conversation or quick drill?

How was the actual lesson introduced?

Did the teacher state the purpose and the activity?

During this lesson, how much time did the teacher talk?

Was group and student participation encouraged?

What methods of turn-taking were used?

Did you observe evidence of the teacher reinforcing a learning point? Which method did he use (oral emphasis, concrete example, chalkboard visualization)?

Did you observe teacher prompting? In which situations?

How were correct responses handled?

How were incorrect responses handled?

How were assignments given?

Before giving directions, what did the teacher do or say?

How did the teacher check student understanding of directions?

In what ways did the use of the chalkboard advance the lesson?

Were other visual aids used to advance the lesson?

If a written exercise was done, how was it corrected? Collected? Filed?

How did the module end?

Were there any clean-up procedures?

Introduction

In frequent discussions and evaluations, foreign students concur that formal pronunciation lessons taught by a native speaker rank high in priority. An instructor's presence is vital to model mouth positions and to diagnose errors in originating or sustaining sounds. Tapes and records alone are not satisfactory because they cannot perform these functions, but they are very useful for follow-through exercises and for auditory perception without which correct sound production cannot occur. The teacher immeasurably facilitates analyzing how to utter specific sounds and therefore simplifies the task.

Although near-native fluency is the aim of the language class, it should be noted that few adult language learners lose their accent entirely, and those who do, usually have clinical help. Accordingly, the classroom teacher and the students should set a realistic goal—reasonably clear pronunciation with proper stress and intonation to communicate ideas without difficulty. To reach beyond this goal in a class situation is to invite discouragement. Consider referrals for more ambitious students.

In addition, it should be stated that classroom teachers need not necessarily be linguistic experts, familiar with the broad jargon of this area. Of course, knowledge augments proficiency and study is to be encouraged, but lack of the technical aspect should not result in neglect of this area with students. Good pronunciation, enunciation, stress, intonation, and juncture, modeled during practice and drill, are the major factors in student success, and the native instructor automatically controls these habitual features of the language. Consequently, he should proceed with confidence that he will absorb specific information gradually, learning more as he teaches more.

In addition to formal pronunciation drills, dialogue practices also further mastery, but without control or emphasis on a particular sound. They are best suited to underscore problems in stress and intonation and to point up phonemic difficulties which can be attacked in the pronunciation module. If each formal lesson contains some connected speech patterns, transfer of learning from isolated sounds will result.

General Principles of Pronunciation Lessons

- The students must really hear the sound through several repetitions to perceive it aurally. Sounds without equivalents in the native language require prolonged periods of listening.
- The teacher then calls attention to the mouth position and describes the necessary vocal action. Visual aids, including the hands, are useful to illustrate glides, stops, plosives, and such.
- Students attempt to repeat the sound in model words, first as a class, then in small groups, then individually.
- The above steps are performed without books so that the student does not equate letters with their sounds in the native language when they differ from the target language. For example, Spanish "v" is phonemically different from English "v."
- Work from words to phrases to sentences to dialogues.
- Drill the sound in initial, medial, and final positions.
- Use a natural conversational rate of speaking.

- With longer sentences, use backward build-ups to ensure retention of sequence. For example:

Pick an apartment on the top floor. ... on the top floor.

... an apartment on the top floor.

Pick an apartment on the top floor.

- After several drills have been practiced, introduce contrasting sounds in minimal pairs.

by — pie

cab — cap

- Keep sentences full of alliteration, but free from cumbersome length.
- Use books for subsequent drill and to provide visualization.
- The emphasis is on sound mimicry, not on meaning, but students frequently want to know the definitions of words; they should be told briefly if questions arise.
- Vary drills to minimize boredom. Change the order of calling on groups or individuals. Break the routine by chalkboard work or oral auditory discrimination exercises.
- Usually, alternate consonant groups with vowels, difficult sounds with easier ones, and sound groups with stress and intonation. Correlate texts to present related material in a fresh way.
- Observe students to ascertain particular difficulties and group them for intense drill; usually they will group by nationalities, but not all students of one language group will have a problem. Many Spanish-speaking people have difficulty with the "sh - ch" sounds, but certainly not all, so it is necessary to group by need.
- In a stress-intonation lesson, let students make discoveries about patterns as often as possible to promote ear training.

Special Activities

- Mirrors, pocket-size or larger, help students see and compare their own mouth positions for those sounds produced partly by teeth, tongue, and lips.
- Flash cards, purchased or teacher-made, review sounds. Pictures arranged in sets for initial, medial, and final sounds are used for fast-tempo drills. Language Master cards have excellent illustrations for consonants, vowels, and minimal pairs.
- For auditory discrimination, students can respond to a correct sound by raised hands. For example:

"Raise your hand when I say a word that begins with 'th':

day they there then den dare"
- Individual students can read a sentence aloud while the teacher's book is closed. The teacher should be able to understand and repeat the sentence if pronunciation and articulation are good. "Turning the tables" on the teacher is fun.

- Reduced forms for rapid speech are a necessary practice for everyday listening and deciphering. Some books contain lists. Examples are:

Where-did-he go?	(Wherdhe go?)
I sold-them a car.	(I soldem a car.)
Did-you call him?	(Didja call 'm?)

Five or ten minutes of the lesson time are sufficient for this activity.

- Aural discrimination is the objective of several listening lessons which could be used in the pronunciation module. Refer to Chapter VIII for these exercises.
- Community singing monthly or oftener is a delightful incentive to clear pronunciation and memorization. Students practice phrases, sentences, and rhyming words purposefully, then join in a unifying activity. The spin-off in class spirit is rewarding.

Popular singles records or old-time sing-along albums cover the task of leading for musically insecure teachers. Also, talented students enjoy the spotlight while sharing something they do well; some may even bring their own instruments, or the teacher can add tambourines, maracas, or other simple rhythm accompaniments. Choosing a few strong song leaders may spur wider, more enthusiastic participation, but, inevitably, some reticent adults will participate only by listening.

Taping, listening, and evaluating to improve performance lend a critical aspect which emphasizes the fact that this social activity is a learning experience. A culminating program such as caroling or a "send-off serenade" influences effort to strive for perfection. A structural plan for a basic community singing lesson is included.

Rationale for Structural Plans

A structural plan is a basic framework for a particular type of lesson. It outlines techniques and procedures which are used repeatedly in the same general format with current material. It is a detailed, step-by-step lesson design utilizing all the elements of an effective presentation to achieve desired objectives.

To illustrate, spelling presentation, introduction of new sounds in pronunciation, or new letters in handwriting require consistency of approach. It is necessary to devise the fundamental plan only once and adjust the new material into it. Consequently, structural plans for these and similar lessons are included in the chapters for the appropriate modules. They differ from the specific plans which are included for listening and composition, because these lessons embrace changing modes of presentation.

As the instructor gains confidence and becomes familiar with the technique, he may introduce variations. The plans are intended as aids, not as straight-jackets, but the detail is included so that the reader is aware of the scope of the layout. For new teachers and aides, structural plans serve as invaluable guides, incorporating instructional principles in an organized pattern of activity.

Pronunciation Lesson: Structural Plan

Planned for beginning and intermediate classes

Performance Objectives

The student will develop proper hearing and listening habits.

The student will be guided toward correct pronunciation through drill.

The student will review vocabulary used during the lesson. Review words: mouth, lips, tongue, teeth.

The student will concern himself with sounds, not meaning, in this lesson.

The student will recognize the sound of the consonant "v."

The student will imitate satisfactorily the "v" sound.

The student will participate in choral drills of words, phrases, and sentences.

The student will respond individually, reproducing words, phrases, and sentences which have been drilled.

The student will contrast the "v" sound with "b" and "p" consonant sounds learned in earlier lessons.

If time permits, the student will ask questions concerning meanings.

Materials

Pronunciation books or leaflet lessons for teacher and for students

Flashcards or pictures, showing objects which begin with previously taught consonant sounds, "b" and "p"

Chalkboard, chalk, eraser

Pocket-size mirrors

Motivation

Use flashcard or picture of a simple object. Word should begin with b or p sound already learned.

T: What is this? (student response)

With what sound does the word begin? (response)

Teacher first repeats correct response, then consonant sound, and the word again. Class repeats in the same manner. Teacher writes the consonant on the chalkboard. Teacher stimulates interest by continuing to present other flashcards or pictures of b and p objects, proceeding quickly and enthusiastically. He praises or shows his approval of correct responses.

T: Today we will listen to a different sound. The sound is at the beginning of this word.

(Teacher shows a flashcard or picture of a vase.)

What is this? (response)

Look at my mouth; see my lips and teeth.

(Teacher says vase, vvvvase. Class repeats twice.)

Procedure for Sound Introduction

1. Distribute small mirrors; two students can share.
(Not all sounds will require the use of mirrors.)
2. Teacher repeats v, vase while class watches her; students repeat, observing and comparing their own oral performance in the mirrors. Repeat again.
3. Each word in the following group is repeated T/Ci twice. Teacher points out to class to listen carefully to the sound at the beginning of each word. Books are closed.

vote vine very visit

Note: Books contain more words of this type.

Follow with T/S drill of the same words.

4. Each word in the following group is repeated T/Ci twice. Teacher instructs class to listen carefully to the sound in the middle of each word, the medial sound.

heavy never river flavor

(Other words from books)

Follow with T/S drill of these words.

5. Each word in the following group is repeated T/Ci twice. Teacher again instructs class to listen carefully, this time for the sound at the end of each word, the final sound.

love have give save (T/S drill follows.)

6. Open books or look at leaflet lesson; repeat T/Ci exercise, reminding students to look from word list to teacher when repeating. Using all the words, continue with a T/S drill.

Procedure for Comparison of Sounds with Minimal Pairs

Books closed.

vet - wet	vine - wine	have - half
save - safe	verse - worse	very - ferry

1. Teacher pronounces the first half of each pair, proceeding down the list. Class repeats after him. Teacher pronounces the second half of each pair, proceeding down the list again. Class repeats after him.
2. Next, the teacher says the pair, the class repeats at least twice, sometimes more often depending on group need.
3. Open books or let class refer to leaflet lesson. Repeat the exercise, encouraging students to look up from the printed exercise and to look at the teacher.

Procedure for Drill with Phrases

1. Try with books closed. Teacher blends the words quickly, giving the proper stress.

2. Students repeat phrases chorally, then individually.

a soft voice	on his vacation
never again	very hot water
to save time	(Others from book)

Repeat drill with books open.

Procedure for Drill with Sentences

1. Books open. Teacher speaks normally but slightly emphasizes the phrasing and intonation. He points out the rising-falling patterns and the difference in statements and questions. Hand motions may be useful.

Drill: T/CI/T

Sentences:

We'll give everyone a knife and a fork.

Women never have time to finish their work.

Leave the village after vacation.

(Other sentences from text)

With the second sentence the teacher reads the sentence completely, then uses backward build-up.

T: to finish their work. (Class repeats.)

never have time to finish their work. (Class repeats.)

Women never have time to finish their work. (Class repeats.)

2. Repeat drill with T/S/T.

Evaluation

Which consonant did we study today?

Say any word which has the sound of v. (Teacher calls several students for responses. Praise.)

Teacher notes any students having particular difficulty with the sound and plans for individual help with the aide.

Follow-up

- Plan more drill and practice with additional words, phrases, sentences.
- Select words and sentences from card file for Language Masters teaching machine which drill the consonant sound.
- Prepare to give test of accuracy of hearing perception of b, p, and v. See sample: Which Sound Do You Hear?

Directions: The words spoken in the exercise do not appear on the students' worksheets. Teacher says the first group of words, directing students to circle the beginning sound. He repeats each word two or three times, depending on class readiness for this type of exercise. Teacher says the next group of words, telling students to circle the letter of the medial sound in each word. Teacher says the last group of words; the students circle the letter for the final sound of each word. Students exchange papers and correct in class. Teacher collects and files, assessing individual problems and making provision for meeting student needs.

Which Sound Do You Hear?

Beginning Sound

- | | |
|----------------|--------------------|
| 1. p b v bike | 4. p b v very |
| 2. p b v piece | 5. p b v pool |
| 3. p b v boss | 6. p b v vegetable |

Medial Sound

- | | |
|-----------------|-----------------|
| 1. p b v happy | 4. p b v lever |
| 2. p b v rubber | 5. p b v supper |
| 3. p b v never | 6. p b v hobby |

Final or Ending Sound

- | | |
|---------------|---------------|
| 1. p b v save | 4. p b v rub |
| 2. p b v stop | 5. p b v keep |
| 3. p b v have | 6. p b v cab |

Note: This exercise has been abbreviated. It is better to extend its length, or it can be easily altered by adding letters of related consonant sounds as they are learned.

Structural Plan: Pronunciation Through Singing

Planned for all class levels during one module every two weeks

Performance Objectives

Students will listen to and repeat the lyrics of old-time and popular songs, often including reduced forms of pronunciation.

Students will receive a general idea of the song's message and/or purpose and understand the meaning of repeated phrases.

Students will recognize the following vocabulary during the course of the lesson: song title, words or lyrics, melody, tune, line, phrase, chorus or refrain, rhythm, beat, fast, slow, loud, soft, high, low, verse, song sheet, record, tape recording.

Students will participate in singing with the accompaniment.

A few willing students with musical ability will occasionally use simple rhythm instruments appropriate to certain song selections.

Students will enjoy this group experience while learning.

Materials

Copies of words of selected songs for all students; music folders

Records and/or tapes with record player and/or tape recorder or player

Rhythm instruments: tambourine, maracas, drum, cymbals or bells, rhythm sticks

Motivation

In preparation, the teacher or aide writes the song selections for the lesson on the chalkboard. New song sheets and music folders to contain them are distributed. The teacher may choose to let the students keep these copies in their notebooks or collect the folders each time. Audio equipment to be used should be set up and ready.

Before the lesson, the teacher chooses an opening song to captivate the interest of the class—a catchy tune, an old familiar favorite, a current ballad. The song's pitch should be suitable for group singing.

T: I want you to listen to a song that you may (not) have heard before. It has been sung on the radio and on television

Listen especially to those parts of the song which are repeated. (Play record or tape.)

Which parts or words were repeated? (Student response)

What is the song about?

What kind of song is it? (happy, sad, comical, etc.)

(Repeat listening to elicit responses as needed.)

Listen again and look at the song sheets to see the words which are sung. You may try to sing part of it with the music.

(Play again.)

Procedure

Without music, the teacher reads a line of the song and the class repeats, continuing through all the verses. More difficult phrases and lines are repeated several times. The recording is then played and students are encouraged to participate in the singing. The students' attention can be called to high and low pitch, fast and slow tempo, soft and loud volume. The singing is repeated with accompaniment again with the teacher and aide circulating to help with pronunciation or tonal patterns.

Evaluation

What was the title of today's new song?

How many enjoyed the song?

Which part was difficult and needs more practice?

How can we improve our class singing next time?

Follow-up

Review all songs. Choose songs best enjoyed and rendered by the group. Keep it a fun, relaxing experience.

In subsequent lessons:

1. The class can warm up with familiar songs. Individual students may select first songs before learning the new one.
2. Song leaders, probably three or more, can be selected by the teacher to lead the class in songs while he circulates.
3. Students can add rhythmic beat or accompaniment by clapping or by using a few simple rhythm instruments.
4. Class singing of songs learned can be taped for group listening, evaluating, improving.
5. Students with musical talent may be encouraged to accompany with guitar or piano.
6. Competent students can be taught to set up properly the needed equipment and assist with the records or tapes.

Sample Lesson in Stress

Planned for intermediate and advanced classes

Performance Objectives

The student will perceive primary stress in word combinations.

The student will comprehend the relationship between meaning and primary stress in sentences.

Materials

Teacher's list of sentences

Chalkboard and chalk

Duplicated list of sentences for students

Motivation

T: What do we mean by stress in speech? (Loudness)

Every sentence in English contains a word or words stressed or spoken louder than the other words. Stress affects the meaning of the sentence.

Procedure

1. T: Listen to the same sentence with different stress.

Sentence 1: This is my [']book.

Sentence 2: This is my [']book.

Sentence 3: This is my [']book.

Sentence 4: This is my [']book.

2. T: Listen again to the sentences, one by one. Tell me which sentence is stressed and what meaning is conveyed.

3. Student responses

Sentence 1 - book — simple declarative statement

Sentence 2 - is, — conveys some doubt about ownership and insists that the book belongs to you

Sentence 3 - This — conveys surprise that this object is your book

Sentence 4 - my — insists on your ownership

T: Do you see how important stress is? It occurs in all sentences in English. The word which is spoken loudest receives what is called *primary* stress. "Primary" means first or most important. It is marked with an accent in pronunciation books, but in ordinary books or printing, it is not marked. You should be able to identify primary stress in all sentences. Listen to each sentence. Tell me which word is stressed.

My [']dress is new.

This exercise is [']fun.

Grass is green.

Trees are beautiful.

The rug is thick.

(Students indicate predicate adjectives in each sentence.)

4. T: in what ways are the sentences alike?

S: They are all simple declarative statements.
All have linking verbs followed by adjectives.
The stress is on the last word.

T: The adjective is the significant word in the sentences; the speaker wishes to describe the subject.

5. T: Now listen to this set of sentences:

Please clean the kitchen.

Do your homework.

Enroll at the office.

Water the garden.

Fold your paper.

T: How are these sentences alike?

S: They are all commands. The verbs are stressed.

T: Notice that the action commanded is the strongest meaning of the sentences.

6. T: Here is still another set of sentences. Listen again.

Shall I go to the store?

Do you want me to come?

Did they call you?

Where did you put it?

When shall we start?

T: How are these sentences alike?

S: They are all questions. All the main verbs are stressed.

7. T: Can you stress a different word in the same sentence and tell me how it changes the meaning? Use these words.

(On board) Do you want me to come?

Guide toward stressing "you" and then "me." Discuss meaning.

8. T: Let's try to identify primary stress in more sentences.

Read lists from pronunciation books. Take turns individually, having student repeat sentence and identify stress.

T: Notice that important words are stressed in normal phrasing, not auxiliary verbs, articles, or prepositions.

Evaluation

T: What did we discuss today? (Stress)

When does stress occur? (In all sentences)

What does stress mean? (Loudness)

How can you identify it? (By listening for the loudness compared to other words in the sentence)

Is stress marked in ordinary printing? (No)

Follow-up

Distribute a list of simple sentences. Read them with normal stress, directing students to mark the word stressed, or preferably the syllable. Plan for review or additional stress lessons according to quiz results.

Sample Lesson in Intonation

Planned for intermediate and advanced classes

Performance Objectives

The student will perceive rising intonation and make a generalization about yes/no questions.

The student will relate intonation to meaning and emphasis.

Materials

Teacher's list of sentences

Chalkboard

Motivation

T: I am going to repeat some sentences which are alike in some ways. See if you can discover these ways.

_____→
Is he your father?

_____→
Is she your aunt?

_____→
Are they your parents?

_____→
Would you like some biscuits?

_____→
Do you want a peach?

_____→
Will you come back?

_____→
Have you seen my book?

S: They are all questions. They can all be answered by yes or no.

T: Listen again to the sentences very carefully to find out when my voice goes up in pitch, not louder as in stress, but higher in tone, as a musical note. (Elaborate. Repeat sentences.)

When does the tone go up?

S: At the end of the question.

T: What do you notice about the tone at the first part of the question?

S: It is the same.

Procedure

1. T: Let's put the symbol "la" on the board for the sentence.

"Is he your father?"

La la la la la

When does the voice go up?

S: On "father."

2. T: Musically then, we could say it looks like this.

La la la la la

(Repeat with a few more sentences.)

The tone rises; we use rising intonation.

3. T: Now we are ready to make a generalization about intonation.

S: Questions which require yes or no answers have rising intonation.

4. T: Let's practice more sentences with rising intonation.

(Provide questions and then let students perform a chain drill with original yes/no questions.)

Evaluation

What phenomenon of pronunciation did we discuss today?

What does intonation mean?

Where does it occur?

What kind of intonation did we study today?

What does "rising" mean? What rises in intonation?

In what kind of sentences do we use rising intonation?

Follow-up

Distribute lists of questions of various types. Direct students to label R-I those questions which should be spoken with rising intonation.

Bibliography: The Pronunciation Module

- Allen, Robert L. *English Sounds and Their Spellings*. New York: Thomas Y. Crowell, 1966.
Handbook to introduce correspondences existing between English sounds and English spelling patterns. Steps for each lesson outlined opposite the sounds and spelling patterns introduced. Different approach, using sound-letter relationships. Eliminates phonetic notation and has optional use of its own set of symbols as aids.
- Crowell, Thomas Lee, Jr. *Modern Spoken English*. New York: McGraw-Hill, 1961.
Emphasizes intonation, word stress, group stress, sentence stress with length, pitch, and volume. Gives precise directions for physically producing each sound. Intensive sentence drills. Uses phonetic alphabet. Good to acquaint teacher with sound production.
- Dixon, Robert J. and Elizabeth Clarey. *Pronunciation Exercises in English*. New York: Regents Publishing Company, 1963.
Structured lesson form to introduce each sound of the International Phonetic Alphabet. Presents sounds in initial, medial, and final positions. Contrasts sounds in minimal pairs and phrasing exercises. Suggest selective use of sentence exercises because of difficult vocabulary and of length of sentences.
- English Language Services. *Drills and Exercises in English Pronunciation: Consonants and Vowels*. New York: Collier Macmillan International, Inc., 1966.
Content keyed to practices with vowels, diphthongs, consonants, and consonant clusters for all levels. Consonants grouped as nasals, stops, fricatives, sibilants, affricates, resonants, and semi-consonants. Vowels classified as front, simple, and glide. Tapes available which allow for student response and auditory discrimination exercises.
- English Language Services. *Drills and Exercises in English Pronunciation: Stress and Intonation, Parts I and II*. New York: Collier Macmillan International, Inc., 1967.
In-depth treatment of stress and intonation with a complete introduction to acquaint student and teacher with the meanings of these speech phenomena and the symbols used to indicate them. Special sections on reduced forms, dialogues, and discourses. Tapes available.
- English Language Services. *English Pronunciation, a Manual for Teachers*. New York: Collier Macmillan International, Inc., 1968.
Concise publication for the teacher's personal reference library. Condenses the essential knowledge in this area.
- Lado, Robert and Charles C. Fries. *English Pronunciation*. Ann Arbor: University of Michigan Press, 1954.
Requires learning special phonemic alphabet. Teaches sound segments, intonation, and rhythm. Short dialogues. Unappealing format. Good resource for teachers.
- Marelli, Leonard R. *American English. Pronunciation and Dictation*. Philadelphia: A Didier International Edition, 1971.
Well-prepared, sequenced pronunciation structures. Individual sounds of English with words, pairs, short sentences. Specific, clear directions for articulating each sound. Dictation exercises. Vowel and consonant contrasts. Spelling the vowel sounds of English. Excellent teacher supplement. Teacher's manual. Tapes and scripts for Laboratory Exercises.

Nilsen, Dan L. E. and Alleen Pace Nilsen. *Pronunciation Contrasts in English*. New York: Regents Publishing Company, 1971.

Exhaustive lists of minimal pairs and sentences. Good drill book. Should supplement other books for intensive drill of difficult sounds.

Prator, Clifford H., Jr. *Manual of American English Pronunciation*. Rev. ed. New York: Holt, Rinehart, and Winston, 1957.

Complete manual with explanations of pronunciation symbols, International Phonetic Alphabet. Very analytical, didactic, yet interesting in its presentation. A comprehensive reference and resource course for teachers.

Schneider, Lois J. *Teaching English Sounds to Spanish Speakers*. Galien, Michigan: Adult Education Council, 1971.

Fifteen to twenty-minute phonetic exercises based on a comparative analysis of English and Spanish. Excellent, large diagrams. Intonation, stress, and rhythm lessons. Material suitable for overhead projector or transparencies.

Trager, Edith Crowell and Sara Cook Henderson. *Pronunciation Drills for Learners of English*. Portland, Oregon: English Language Services, 1956.

Traeger-Smith phonetic alphabet used, but not necessary to memorize. Begins with vowels. Introduces individual sounds, contrasts, short sentences. Includes stress and intonation.

Note: Basic texts in ESL usually include pronunciation exercises in each lesson. They are brief but can be extended for additional drill. If budgets are very limited, these basic texts can be used by the students for visualization, while the teacher enriches the lesson material using one of the resource texts above.

Introduction

Most adults who use poor grammar are aware of an inadequacy which lowers their self-image. They want to speak acceptably, to sound like educated persons. Only a few are satisfied with minimal functional communication, and they are perhaps not satisfied, but resigned, defeated, or defensive. Those foreign-speaking parents whose children are educated in American schools frequently find non-standard speech patterns a painfully embarrassing deficiency. Consequently, community residents turn to adult schools to improve their skills, their confidence, their self-esteem.

Those who have a foundation in grammar in their native languages are particularly eager for logical analysis, for explanations behind sentence patterns. Usually they transfer knowledge readily and thus speak a more prestigious genre of the new language when it is studied grammatically. It answers the wonderful "why" of curiosity about systems, despite the many rule exceptions.

In addition, language schools enroll many visa students with ambitions of higher education. A solid basis in grammar is a pre-requisite for college success. They want to compete on equal footing and diligently strive to master the mechanics of speech and writing.

Modular organization readily accommodates diverse groups who interact dynamically to motivate each other. On the other hand, students who do not wish to study grammar can bypass it and thus not spend their own time or that of others on an area they prefer to omit.

It should be noted that ESL texts approach grammar differently from conventional texts. Terms are kept to a minimum and oral structure patterns are emphasized. Principles follow observation and repetition of examples to encourage inductive reasoning. Thus the subject is easier to teach and easier to learn.

Basic Textbook Selection

There are so many available basic texts in ESL that the administrator and teacher must be knowledgeable about the specific goals of the school program and the composition of their classes before purchasing. There are two general areas for primary consideration—subject matter and grammar presentation.

Lessons are frequently built around a theme involving certain types of people—housewives, teenagers, college students, night-school students and their families. Patterns are constructed about their activities and about situational conversations to lend continuity to study. If this material is irrelevant to the class as a whole, the book strikes out in the field of interest. On the other hand, if students relate to the material, they are eager to get on with the story, and thus a motivation task is facilitated. Furthermore, apposite vocabulary is readily acquired. The relationship to real needs makes the language breathe.

Of equal or greater importance is a logical, systematic approach to grammar which builds incrementally. Some books deny this requisite and teach material, considered interesting, without sequence, but such rote learning is indefensible because students cannot analyze, generalize, and apply principles. However, most books do sequence the grammar; therefore differences in format, presentation of principles, provision for drill and review, indexing, teacher's manuals and keys are signal elements on which to base choice.

The teacher must assess the students and decide whether or not formal grammar will be taught. Several books introduce items in grammar without labels, studiously avoiding terms for parts of speech, tense, sentence functions, and the like. Other books use terms, but do not define them or state principles. Still others use terms and principles freely. Each is directed toward specific types of learners.

In addition to the basic text, it is wise to have a supplementary exercise book, conveniently indexed for correlation and additional drill. Several books of this description are offered by various publishers. They usually contain condensation of principles to provide quick mental recall of rules to apply, thus permitting the teacher to recycle information previously taught and not reintroduced again or enough in the basic text. By assigning only five items on each of four pages, the teacher can test several points.

The groupings in the bibliography are designed to inform the reader on the significant considerations mentioned above. In a modular program, it is possible to order books of contrasting types for contrasting groups.

Grammar: Structural Plan

Planned for all levels

Performance Objectives

The student will hear a specific grammatical structure used in a meaningful dialogue or reading which illustrates its use.

The student will understand the importance of the structure in expressing his needs, thoughts, or emotions in a clear, standard manner.

The student will hear and repeat the structure in controlled patterns.

The student will test his application of the structure by performing related oral and written exercises.

The student will apply the new knowledge in original sentences.

The student will apply the new knowledge beyond the classroom in situations where he can express himself more adequately.

Materials

A carefully selected basic textbook which meets the needs of the group

Correlated texts for additional drill, as needed

A dialogue, from the text or teacher-prepared, which presents the specific grammatical structure in context

Chalk and chalkboard

Motivation

The dialogue or reading is presented. The teacher guides the students to discover its importance, use, position, and application to personal language needs.

Procedure

1. Present the dialogue or reading which repeatedly illustrates the point of grammar to be emphasized. Students listen with books closed. Class discusses the context of the dialogue briefly.
2. Students open their books (or receive printed copies of the dialogue) to read the dialogue and analyze it according to the structure introduced. The teacher guides the students to discover the use of the structure by reasoning and inference and to suggest generalizations or principles. Teacher verifies and reinforces.
3. Review the dialogue to reinforce its use in context.
4. Review the principles, altered or expanded as necessary.
5. Perform substitution drills which use the structure.
6. Present oral exercises which drill the structure item. Vary the method of turn-taking to insure alertness.

7. Select a few items which illustrate the structure for written practice. The assignment should be brief. It can be done in class or for homework. With beginning students, the oral drill and practice are primary; however written workbook exercises are useful tools of reinforcement.
8. Students correct written work together for self-evaluation.
9. Students use the new structure in original sentences.
10. Teacher evaluates results and decides on follow-up work.
11. Within two weeks, exercises related to the new learning should be presented for reinforcement and review.
12. Recycle the structure periodically until its use is automatic.

Grammar Package Plan: Modals

Planned for intermediate students

Performance Objectives

The student will understand the use and position of the modal auxiliaries *can, could, will, would, shall, should, may, might, must, have to, and ought to*.

The student will discover the meaning these words lend to the main verb and will make generalizations regarding their use.

The student will communicate more precisely by incorporating modals into his everyday American speech.

Materials

Lado English Series, Book 2, English Grammar Exercises, Book 2, Regents English Workbook, Book 2

Post-test

Motivation

T: We have learned how to use some auxiliary verbs in sentences. What are some auxiliary verbs we have already used? What does "auxiliary" mean? Do auxiliary verbs come before or after the main verb? Today we will begin to learn some special auxiliaries called modals. What do you think the word "modal" means? Modals influence the manner or mood of the main verb. We will be able to express such ideas as possibility, intention, obligation, ability, and permission with these helping words.

(Modify the motivation for a non-technical approach.)

Procedure

1. Teacher reads the dialogue aloud on page 131 of *Lado English Series, Book 2*. Questions are asked to determine general comprehension of context.
2. Teacher calls attention to the words *will, can, and may*. Students identify the main verbs they support and influence and determine the meanings they convey.
3. Students perform the substitution drills on pages 132 and 133 with books closed. Teacher says sentence; class repeats; teacher says substitution word alone; teacher places it in the sentence; class repeats. Follow this procedure until the class clearly understands the substitution pattern. Then the teacher gives the word only; individual students substitute it into the base sentence. Add other substitutions for additional drill. Vary the order of turn-taking.
4. Present the study sections and oral practices from pages 133-142, going as slowly as the class needs indicate. Students verify the meaning of each modal as it is used in the sentences to reinforce learning of the function of these modals.
5. Practice the dialogues on pages 131 and 142. Assign roles to several students for memorization.
6. Review and perform the memorized dialogues.

7. Do the workbook exercises on pages 58 and 59 orally. Assign them for written practice in class or at home.
8. Correct the written workbook exercises together. Clarify the meanings and position of modals as necessary.
9. Students give original sentences related to themselves, alternating or taking rounds of *can*, *may*, and *will*.
10. Continue with the introduction of the modals *might*, *shall*, and *must* in the dialogue on page 149. Again let students make inferences about their meanings.
11. Perform substitution drills on pages 150 and 151.
12. Present study and practice sections, 152-155.
13. Review dialogues on pages 131, 142, 149, 158.
14. Do the workbook exercises, pages 62-64, first orally and then written. Correct and clarify.
15. Students give original sentences pertaining to themselves, using *might*, *shall*, and *must*.
16. Introduce the dialogue on page 163 with the new modals *should*, *would*, *could*, and *have to*.
17. Perform the substitution drills on pages 164 and 165.
18. Present study and practice sections, 165-172.
19. Review the dialogues on pages 131, 142, 149, 158, 163, 173.
20. Do the workbook exercises, pages 67-69, orally and written. Correct and clarify.
21. Students give original sentences using *might*, *shall*, and *must*.
22. Students respond to words expressing the functions of various modals. List includes:

light obligation with choice	—	should, have to
conditional future	—	would
strong obligation	—	must
habitual past	—	would
hypothetical capacity	—	could
ability	—	can
permission	—	may
possibility	—	might, may
simple future	—	will, shall
seeking agreement or advice	—	shall, should (interrogative)
23. Post-test. Correct with students. Interpret results.
24. Two weeks later, use *English Grammar Exercises*, pages 42-51. Continue an exercise until it is easy and automatic for the students; then proceed to the next one. Introduce and explain "had better" and "ought."
25. One month later, use *Regents English Workbook*, Book 2, pages 32-35 and 99-100. If additional drill is indicated, use *Tests and Drills*, pages 47, 59, and 79.
26. Retest to check retention.

Note: Time varies for each class, but steps 1 through 23 require approximately ten modules of forty minutes each.

Post-test: Modals, Page 1

Directions: Select the word or phrase which gives the sentence the meaning indicated.

- | | |
|-----------------------|--|
| light obligation | 1. I (should, could) wash the dishes. |
| | 2. We (have to, must) take the bus. |
| conditional future | 3. I (will, would) tell you, but I don't have the information. |
| | 4. They (would, could) like some coffee. |
| hypothetical capacity | 5. I (can, could) help you, but I'm busy. |
| | 6. (Could, Will) you come with us? |
| ability | 7. I (can, will) pay the check. |
| | 8. They (might, can) speak Spanish. |
| possibility | 9. I (might, should) go to the library. |
| | 10. Nancy (may, ought to) go to college. |
| permission | 11. (May, Might) I play basketball? |
| | 12. Billy (may, will) have the candy. |
| simple future | 13. I (can, will) buy a television set soon. |
| | 14. Bob and Ed (might, will) go to Europe. |
| | 15. We (shall, may) leave soon. |
| suggestion | 16. (Shall, Could) we go out to dinner? |
| seeking advice | 17. (Should, Would) they call the police? |
| strong obligation | 18. Richard (should, must) go to work. |
| | 19. Ellen (must, may) go to New York. |
| habitual past | 20. Last year, I (could, would) exercise every day. |

Post-test: Modals, Page 2

Directions: Rewrite the sentence to convey the meaning indicated.

Base sentence: You _____ see the doctor.

1. future _____

2. hypothetical capacity _____
3. ability _____
4. strong obligation _____
5. light obligation _____ (4 possibilities)
6. conditional future _____
7. permission _____
8. possibility _____
9. seeking advice (question) _____

Bibliography: The Grammar Module

Note: The entries in the grammar bibliography are grouped under three classifications. In no way, do the groups imply rank. They simply divide the entries according to different needs and approaches regarding grammar or basic textbook selection.

Group I

General Description. Formal grammar. Sequenced. Indexed. Use grammatical terms. State grammar principles or rules. Provide related exercises.

Dixson, Robert J. *English in Action*. New York: Regents Publishing Company, 1960.
Beginning level. Geared to high school students. Many illustrations.

Dixson, Robert J. *Modern American English*. Rev. ed. Books and Workbooks 1-2-3-4-5-6. New York: Regents Publishing Company, Inc., 1973.
Many high school student dialogues. Few aural-oral drills. Tapes available.

Fisher, Isobel Y. and Dixson, Robert J. *Beginning Lessons in English. Second Book in English*. Rev. ed. New York: Regents Publishing Company, Inc., 1971.
Beginning level. Adult student interest. Traditional approach with few aural-oral drills.

Lado, Robert. *Lado English Series: Books 1-2-3-4-5-6*. New York: Regents Publishing Company, Inc., 1970.
All levels. Geared to young adults. Mixture of useful and frivolous dialogues. Helpful teacher's manual and key, but key contains errors. Workbook exercises useful but sometimes fail to reinforce textbook material logically. Tapes available which cover dialogues and exercises.

Martin, Joseph. *Let's Speak English*. Books 1-2-3. Los Angeles: John French and Associates, 1970.
All levels. Practical and significant adult dialogues and readings. Well-illustrated.

Mellgren, Lars and Michael Walker. *New Horizons in English*. Menlo Park, California: Addison-Wesley Publishing Company, 1973.
Beginning level. High interest. Subject matter for young and older adults. Very appealing, visual, and colorful. Teacher's guide, workbook, and tapes.

Wright, Audrey L., James H. McGillivray, et. al. *Let's Learn English*. Fourth edition. New York: American Book Company, 1971.
Series of six books for all levels. Family, business, high school, and college life. Academic, up-to-date terms. Challenging for serious students. Helpful teacher's manual. Tapes available of oral exercises which embrace lesson material, but do not correspond to printed material. English-Spanish edition: *Aprendamos Ingles*.

Wright, Audrey. *Practice Your English*. New York: McGraw-Hill Book Company, 1962.
High intermediate and advanced levels. Subject matter for adults. Primarily conversational manner with exercises which review grammar essentials.

Group II

General Description. May not index or state grammar steps, but teach language functionally and sequentially with a minimum of technical terms.

Alesi, Gladys and Dora F. Pantell. *New American English*. Books 1 and 2. New York: Oxford Book Company, 1972.

Beginning, intermediate, and early advanced levels. Family activities: businessman, housewife, students.

Finocchiaro, Mary. *Learning to Use English*. Books 1 and 2. New York: Regents Publishing Company, Inc., 1966.

Beginning and intermediate levels. Geared to high school students. Appendix contains some principles.

National Council of Teachers of English. *English for Today*. Books 1-2-3-4-5-6. New York: McGraw-Hill Book Company, 1962.

All levels. Subject matter geared to high school students. Helpful teacher's manual with grammar background for each lesson.

Sheeler, Willard D. *Elementary Course in English*. Books 1 and 2. Portland, Oregon: English Language Services, 1971.

Beginning and intermediate levels. Adult situations. Organized around verbs in an oral-aural approach. Tapes and readers available.

Group III

General Description. Sequence less controlled or difficult to determine, but contain some excellent lesson material to be used selectively in an audio-lingual approach.

Boggs, Ralph Steele and Robert J. Dixon. *English Step by Step with Pictures*. New York: Regents Publishing Company, 1971.

Beginning level. General interest. Illustrated vocabulary.

English Language Services. *English 900*. Books 1-2-3-4-5-6. New York: Collier-Macmillan International, Inc., 1964.

All levels. Adult interest. Correlated with *English Grammar Exercises* for structure drills. Tapes available.

English Language Services. *English This Way*. New York: Collier Macmillan International, Inc., 1964.

Books 1-2-3-4-5-6-7-8. All levels. Junior high and high school students. Helpful teacher's manuals and answer keys. Tapes and tape guide available for Books 1-6.

English Language Services. *Intensive Course in English*. Texts 1-2-3. Portland, Oregon: English Language Services, 1969.

Intermediate and advanced levels. Subject matter for adults. Tapes available.

Hall, Eugene J. and Carol S. Flamm. *Situational Reinforcement. Modularized Language Training*. Silver Spring, Maryland: Institute of Modern Languages, 1969.

All levels. Adult interest.

Hall, Eugene J. *Situational Reinforcement: Orientation in American English*. Texts 1 and 2. Silver Spring, Maryland: Institute of Modern Languages, 1967.

All levels. Adult interest in American culture. Practical problems and situations. Verb diagrams. Readers, workbooks, teacher's manuals, tapes, tape books.

Rusthoi, Daniel. *Prevocational English*. Texts I and II. Silver Spring, Maryland: Institute of Modern Languages, 1970.

All levels. Situations and vocabulary for adult working class. Workbooks I and II.

Grammar Exercise Supplements

Dixson, Robert J. *Graded Exercises in English*. Rev. ed. New York: Regents Publishing Company, Inc., 1971.

Dixson, Robert J. *Regents English Workbooks*. 1-2-3. New York: Regents Publishing Company, Inc., 1956.
Answer key available.

Dixson, Robert J. *Tests and Drills in English Grammar*. Rev. ed. New York: Regents Publishing Company, Inc., 1971.

Correlated with *Exercises in English Conversation*

English Language Services, Inc. *English Grammar Exercises*. Books 1-2-3. New York: Collier Macmillan International, Inc., 1965.

Correlated with *English 900*. Answer key in back of book.

English Language Services. *The Key to English Series*. New York: Collier Macmillan International, Inc., 1964.

Pocket paperbacks with explanations and exercises in specific areas of language mastery.

Series Titles: *Prepositions 1 and 2*

Two-Word Verbs

Verbs

Nouns

Adjectives 1 and 2

Vocabulary

Figurative Expressions

Letter Writing

Fuller, Helene R. and Florence F. Wasell. *Advanced English Exercises*. New York: McGraw-Hill Book Company, 1961.

No key offered.

Taylor, Grant. *Mastering American English*. New York: McGraw-Hill Book Company, Inc., 1956.

Answers in Appendix.

Taylor, Grant. *Mastering Spoken English*. New York: McGraw-Hill Book Company, 1965.

Records, tapes, workbooks. Programmed method—answers recorded.

Chapter 5

The Spelling and Handwriting Module

Adjusting to the English alphabet and sound system is difficult to varying degrees for all beginning students. Formal spelling lessons teach American phonics both directly and incidentally. They enable the student to construct correct sentences and achieve writing and reading skill at an early stage in a beneficial, controlled manner. Quick learners readily advance to the vocabulary development module, while slower learners accomplish tasks at their own pace over a longer period of time.

In addition to the new sounds, many students need to learn the American forms for printed and handwritten letters. Proficiency in handwriting contributes to the individual's sense of pride through accomplishment. In addition, this ability prepares pre-college students for the rapid writing needed for college note-taking. Students appreciate the time and effort the teacher expends to teach these subjects which have transference to other areas of language learning.

For those teachers who find the need for this module, structural plans for both types of lessons follow.

Handwriting Lesson: Structural Plan

Planned for beginning classes

Performance Objectives

The student will use the English system of writing the letters of the alphabet in upper and lower cases.

The student will recognize all the letters of the English alphabet in cursive and printed forms.

The student will observe the formation of each letter: its point of origin; the upward, sideward, and downward strokes which form it; its contacts with a base line; its spacing above and below the base line.

The student may first attempt letter formations by imitating the strokes with a finger in the air or on a flat surface.

The student will practice writing a limited group of letters or short words on lined paper after repeated chalkboard demonstrations.

The student will refer to the teacher's work and to a copy of the written letters and numerals.

Materials

Chalkboard, chalk, eraser, chalkboard chalk liner (optional)

Lined notebook paper and sharpened pencils, available for students without supplies

A selected book or duplicated copies with the English alphabet in: upper and lower case letters, in script, with English numerals

Note: Some spellers and English beginner books have a section for handwriting learning.

Optional: Display cards for bulletin board use with handwriting symbols, which are available in classroom supply stores

Motivation

Generally, the handwriting lesson is self-motivated. Students from Arabic and Asian systems of writing are well aware of their need and are eager to learn and practice English forms. Students familiar with Latin and European systems often require practice with capital letters, certain lower case letters which are somewhat different in English, and some numerals.

Procedure

The teacher demonstrates the formation of a letter on lines drawn on the chalkboard. He names the letter and repeats its formation. He may choose to use groups of words corresponding to his hand movements. Example: down and up; down and around; around and over. *Or* he may prefer to count the strokes of each letter. Example: 1 - 2 - 3

The teacher continues to demonstrate the writing of a letter as often as necessary. He circulates through the class, checking proper forms and determining the need for more time or practice. He can assist with correct posture and writing habits.

Depending on the time allotted to the lesson and on the students' background and ability, the teacher may introduce four or more letters. As more letters are learned, short words are introduced into the lesson. Eventually, spelling words and sentence patterns should be used in the handwriting lesson. The connecting of certain letters within words often requires practice, particularly with the a, o, w, v, and r.

Evaluation

Self-evaluation is highly accurate, since the majority of students realize their difficulties and their need for additional practice of certain letters. The teacher encourages, demonstrates on the student's paper, if necessary, and praises successful work.

Follow-up

Student work in spelling and composition is commended for its legibility and neatness.

Spelling Lesson: Structural Plan

Planned for beginning classes

Performance Objectives

The student will spell a basic vocabulary list of words essential to express the needs and interests of adults.

The student will develop from the study of simple words the ability to attack more difficult words independently.

The student will identify and spell words isolated from context.

The student will participate in oral spelling of words to reinforce his knowledge of the English alphabet.

The student will develop these spelling skills: looking carefully at words; learning the meanings of words by reading selected stories or sentences and by using English dictionaries; pronouncing words distinctly; thinking how to spell words; comparing his writing of words with the study list; practicing writing the words.

The student will listen for and write the letters for initial and final consonant sounds and blends.

The student will look for short words or familiar parts within unfamiliar words.

The student will discover rhyming words and make new ones by changing the initial sound or blend.

The student will recognize and construct compound words, employing known word parts.

The student will develop dictionary skills. He will: locate words in a dictionary using guide words; find the accent mark for primary stress (optional for secondary stress); divide words into syllables; learn the definition of words; arrange words in alphabetical order.

The student will prepare a study list, weekly.

The student will read selections or exercises which illustrate the correct usage and clarify the meaning of spelling words.

The student will practice writing original sentences, using the spelling words.

The student will determine those words requiring further study after a pre-test of study words at the second or third meeting after lesson introduction.

The student will use spelling words in practical situations: writing letters, addressing envelopes, completing forms, writing reports or compositions.

Materials

The adoption of a beginning spelling workbook geared to adult interests is advised. However, it is desirable to add correlated words from other lesson modules and from current school matters to the study list.

Notebook paper, 8½" x 11"; sharpened #2 pencils or ballpoint pens; colored pencils for correcting

Chalkboard, chalk, erasers

English dictionaries

Organization box for files of students' final tests

Picture file (optional)

Complete duplicated list of spelling words for the semester, prepared by the teacher for each student's notebook

Optional: Teacher-prepared charts on ditto copy for student referral to aid in common spellings of sounds

Example: Consonant Sounds and Their Common Spellings;

Vowel Sounds and Their Common Spellings

Motivation

A speller planned for helping adults often provides illustrations with interesting story material to stimulate brief discussion as an introduction to each lesson. Supplemental words should be added to the workbook lists; these are drawn from other study areas and are selected according to need in current, practical situations. If workbooks are not available for the class, the teacher can compile a list of words about particular adult subjects such as occupation, home and family, friendships, home finances, health, safety, banking, recreation, community services, etc. With one or more pictures corresponding to the topic, the teacher can initiate a brief discussion and promote interest in the lesson.

Procedure: First Day

T: Pronounces word and writes it on chalkboard.

Cl: Looks at word and repeats it.

T/Cl: Discuss meaning or use in one or more simple sentences.

Teacher to class: Say word. (Class responds.)

Spell it. (Class responds.)

Repeat it. (Class repeats.)

Write the word on your study list. (Cl writes.)

Introduce all the words in the lesson in this way, checking that in the writing of the words students connect the letters correctly, particularly with a, o, w, v, r, and some others. Read aloud the story, sentences or exercises in which the spelling words are presented. Encourage students to study the list of words they have prepared.

Procedure: Second Day

Review the word list. With each word the teacher may ask any questions appropriate to the word.

- How does the word begin?
- What sound do you hear at the beginning of the word?
- What sound do you hear at the end of the word?
- What sound does the vowel make?
- Are there any silent letters?
- Is there a sound spelled with two letters?
- How many syllables are there?
- Are there any short words in the new word?
- What new words do we make if we add "ing," "ly," "s," "ed?"
- Can you think of words which rhyme with this word?
- Which short words make this compound word?

The two methods which follow are different approaches to the teaching of spelling. The teacher's understanding of the group will determine the choice of method. Method #1 is useful for simple sight words, for students who are able to do homework conscientiously, and for students who do not need the repetition. Method #2 is most helpful for students who have limited time for homestudy or when the word list contains difficult words.

Method #1: With a spelling workbook, more exercises for practice with the new words are provided. Without a workbook the teacher can direct students to alphabetize the word list, use the dictionary to syllabicate, mark the primary accent, define, and write an original sentence, using each word.

Method #2: Each student folds an 8½" x 11" piece of paper in half lengthwise. The front side is numbered 1; the inside page is 2; the back page is 3.

The teacher writes one word from the list on the chalkboard. Teacher pronounces; class pronounces. Teacher spells; class or one student spells. Teacher repeats word; class repeats. Each student copies the word on side 1 of his paper.

Class looks at the word on the chalkboard again and *thinks* of its spelling. Teacher covers the word. Students think the word. Teacher removes the cover to permit class to check their mental image. Teacher covers the word again. Without looking at the word, students write it on page 2 of the study paper and then check with the word on the board. Students who need more practice use page 3 as a study column, repeating the steps for page 2. Each word is studied in this way. Before the lesson ends, the students fold the paper so that only a blank side is visible. Teacher gives a practice test, changing word order. Correct immediately.

Procedure: Third Day

Teacher allows a short study period. With books closed or word lists out of view, the teacher gives a pre-test of the spelling words. Students may exchange papers, making corrections in colored pencil, scoring, and then returning to the owner. Students write incorrect words three to five times in preparation for the final test.

Procedure: Fourth Day

Books closed or word lists out of view.

Final test: Teacher says each word clearly, uses it in a sentence, and repeats it again. Students write the word. (The preferred format for the test paper should be explained before the test is given.) At the end of the word list the teacher dictates three or more statements and questions, using all familiar words. He reminds the students beforehand about the importance of capitalization and punctuation.

Evaluation

How many words do you know?

How many words do you need to study?

Which part of the word is difficult for you?

Follow-up

- Keep final tests in student files to observe progress and need to review certain words.
- If possible, display good student work and examples of real effort on a bulletin board.
- Teacher prepares a complete word list at the end of the semester.

Bibliography: The Spelling and Handwriting Module

Chapman, Byron E. and Louis Schulz. *The Mott Basic Language Skills Program*. Galien, Michigan: Allied Education Council, 1966.

Educational Development Corporation. *Help Yourself to Read, Write, and Spell*. Edited by W. G. Locsel. Lexington, Massachusetts: Ginn & Company. A Zerox Education Group.

Handwriting Masters. A Kit. Elizabethtown, Pennsylvania: Continental Press, Inc., 1966.
Practice sheets and duplicating masters.

Kittle, Ruth. *Handwriting for Students of English as a Second Language*. New York: American Book Company, 1968.

Smith, Harley A. and Ida Lee King Wilbert. *I Want to Read and Write*, Rev. ed. Austin, Texas: Steck-Vaughn Company, 1965.

Note: Basic texts frequently suggest spelling study of unit vocabulary and often provide dictation exercises.

Chapter 6

The Dialogue Practice Module

The ultimate goal of ESL is to enable students to communicate in the new language in a variety of ways, but primarily by speaking. During dialogue practice, the learning which has taken place in several other modules is synthesized. Correct pronunciation, stress, intonation, grammatical structure, word order, listening comprehension, and vocabulary development mesh in a concerted effort to vocalize personal and practical needs, to relate experiences, to offer ideas and opinions, to express emotions in English. Diligent practice through manifold techniques draws the learner closer to automatic response.

Some books are devoted exclusively to conversation, while many basic texts are organized by dialogues. The teacher may use one or several books in the attempt to introduce a wide variety of situations and topics.

Beginning Level

When classes begin, teacher-prepared dialogues filling student needs can be highly satisfactory. Several simulated situations of experiences meaningful to students can be dramatized by the teacher with a few willing students, sometimes with simple props or with large pictures. Illustrations of community workers and family members, of activities, of places and a teaching clock can be used creatively to expand dialogues which include who (the subject), what action (the verb), where and when. Informal, useful patterns can be constructed which include practical vocabulary, pronouns, contractions, present or present continuous tense and which can be learned easily by new students. Slight variations of basic patterns common in ordinary speech should also be introduced.

Next, the adoption of a text with relevant conversations and "real" language spoken by most Americans is a must. For beginners the exclusive practice of depending on incidental, "off the top of the head" discussions intimidates many students, and rather than providing for the practical needs of the majority, the dialogue lessons become a "sound stage" for the instructor and a few of the more articulate in the class. A planned program with long range objectives is essential to progressive, effective development of conversation. Series of texts which have been professionally prepared provide a broad base of dialogue experience, preventing fragmentation. However, selectivity of dialogue material is essential for tailoring to suit every group.

The students' readiness will determine the next step forward to direct conversation. Beginning students first listen to short, four-line dialogues in their entirety; they then listen and repeat each line with books closed. After a two-way discussion of the dialogue's meaning, the listening and repetitions are continued. With books open, the students review the dialogue, participate in a chain drill. To aid memorization the teacher or student partner can clue the participant with the first word or two. Because this activity can be as exhausting as physical "jumping-jacks," it is necessary to vary the repetitions interestingly by bouncing the sentences around the room in varying order. When the students feel prepared, they can role-play for the class. Dialogue cues such as first and last words may be listed on the chalkboard to assist students attempting the dialogue from memory.

Another dialogue activity for beginners utilizes a textbook with graded reading selections followed by guide questions. The topics or questions frequently activate the students' thinking and self-expression in English. The lesson as structured may not be completed, but it does attain an objective more far-reaching—the interchange of ideas, the free, natural conversation of a social group.

Further audio-lingual practice for beginners uses longer, more involved conversations with several sentences requiring much listening, repetition, and drill. Listening, discussing, repeating are followed by reading, repeating, and memorizing. Selected parts of these dialogues which are significant for students can be drilled with the teacher supplying the first words of each line and the class completing each sentence orally. In these exercises the choice of possible substitutions in sentence patterns points out likenesses and differences in meaning as well as grammatical accuracy such as the agreement of the subject with the verb. By merging several learned short dialogues, the teacher

can provide a sustained dialogue which is individualized, practical, and helpful for beginners. The incentive of taping and replay encourages partners to practice assiduously and purposefully.

Displays in classroom environment, when possible, can clinch the aim of memorization leading to automatic response. Special dialogue patterns are written on display cards with appropriate objects displayed. Oral exercises, actually games, are employed to correspond with the exhibit. Two examples follow.

Pattern: What's this?

It's (a, an) _____ or

It's a pair of _____

Each object in the display is labeled.

Pattern: What are these?

They're _____

Objects in the display are labeled in plural forms. Additional dialogue patterns can be "built," adding such questions as:

Is it (yours, mine, his, hers)? Whose is it?

What color is it? What's it for?

Are they (mine, yours, his, hers)? Whose are they?

What color are they? What are they for?

Game #1: Teacher or student asks the questions in the pattern, holds up the object or objects, calling individual students for the correct sentence responses.

Game #2: Each student reaches into a box with familiar objects and directs his questions about the object to another student.

Game #3: Each student holds up one object belonging to himself and asks questions about it of another student.

Game #4: Labels of all objects are displayed on a reading pocket chart. The teacher or a student in the teacher's role asks the pattern questions, holds up the object or objects for identification, and requires a student to locate the correct word card from the pocket chart, respond with the correct sentence pattern, and place the label near the named object or objects. Or the game leader can distribute the word cards to other students, proceed as described, and direct the players making identifications to place labels on the pocket chart for class viewing.

With some initiative any teacher can devise similar games or capitalize on student interest with other exhibits which promote both formal and informal conversation. To broaden further the students' vocabulary and application of new patterns, the teacher can encourage them to exhibit samples of their hobbies or interests and objects from their native lands. Samples of crocheting, stamp-collecting, photography, etc. would be labeled with the contributing students' names on the reverse of a stand-up card. Oral exercises to correspond would be planned in an open-ended manner which would permit spontaneity and flexibility. Other possible subjects for exhibits with patterns are: cooking utensils; tools; sewing items; fruits and vegetables, desk and writing supplies, personal grooming items; jewelry; measures; reference materials (atlas, thesaurus, encyclopedia, dictionary, almanac, etc.); cosmetics and toiletries; pharmaceuticals.

Intermediate Level

Intermediate students continue many of the beginning level activities, but broaden the base. They learn peripheral dialogues—concrete, necessary, and relevant ones which are not classed as essential for "survival." They

concern activities, objects, the weather, people, health, jobs, and the like. Some selected conversations, such as job interviews, are memorized if they are meaningful and applicable enough to justify the time and effort.

More frequently, pattern conversations are reconstructed through substitutions and transformations by students working in pairs or in groups. These, or simple original dialogues, are presented, or taped and played for the class. To add interest to the presentation, simple puppets, such as those constructed from paper-poppers or bags, "dressed" fruits and vegetables, socks, sticks with cut-outs, enable students to project themselves into the roles and lose self-consciousness. Flexible adult-type dolls, found commercially, captivate interest while taking class eyes off the faces of shy students.

Also, rapid question and answer sequences increase the speed of automatic response. The questions can be studied and prepared beforehand, but they are given in mixed order to foster response by cue. Questions surround daily activities or a reading found in a conversation practice book.

Again, it is possible to use several supplementary books in the dialogue module to exploit the best features of each. However, limited supply situations are met with a single text and creativity.

Advanced Level

Advanced students concentrate efforts on expressing ideas, attitudes, opinions, and feelings. Few dialogues are memorized, but reconstructing sentences and creating original, more complex conversations continue. Dramatizations, practiced and presented by pairs or groups, are constructively criticized by teacher and students for correctness and naturalness of expression, clarity of meaning, and pronunciation. Culminating activities may be as elaborate as puppet shows for an audience of children, or as informal as a "radio play" for the class. A great deal of meaningful noise occurs at this module.

In addition, sharing or discussion sessions provide avenues of expression. Their principal purpose is to generate enough interest, enthusiasm, and need to contribute, that students will respond in English. To paraphrase, "the talk's the thing!" Releasing information, opinions, and feelings has priority. Consequently, interruptions or corrections which might inhibit, embarrass, or intimidate the speaker are deferred. General or specific errors are noted subtly by the teacher and handled at appropriate modules.

To facilitate interaction, the instructor arranges the room effectively; a circle of chairs conveys equality of responsibility for success. The teacher also moderates skillfully or trains capable students to assume this role. The moderator should offer a brief introduction to the subject, make occasional statements which call attention to similarities or differences, agreement or opposition, discourage monopoly of the session, draw in reticent students, and summarize. He acts as catalyst for a stimulating, satisfying experience.

Before the discussion is launched, the class should set standards for speaking—head erect, eye contact with the group, adequate volume, possible time limit. All participants should be aware of the standards, and the teacher should praise noteworthy performance as the exchange progresses. The class should evaluate after the session.

Selecting topics should be a class activity. Periodically, one full module is devoted to drawing up a list of subjects and ranking them in order for weekly discussions. (If the well runs dry, a suggested list is included.) Alternating heavy and light subjects works well. Topics can be of a personal nature or of general interest and even controversial, but most of all, they must involve the students, excite expression, and result in sustained conversation. Advice columns in the daily papers often suggest provocative topics. Also, the teacher can fabricate dilemma situations which the students attempt to resolve.

Topics to Share or Discuss

Personal

How and why did you decide to come to the U.S.A.?

Describe some of your experiences and feelings during your first month in the U.S.A.
 How do you make friends? How did you feel as a new member of this group?
 What makes a person a friend?
 If you could have any car you wanted, which one would you choose? What color? Why?
 Tell about your hobby or your favorite leisure time activity.
 What do you do when you are afraid?
 Tell about your favorite place.
 Do you want to be an ordinary citizen or a V.I.P.?
 Happiness is
 Misery is
 Three wishes

General

Should the sale of handguns be limited to those who use them professionally?
 How should dangerous drugs be controlled? Is marijuana a dangerous drug?
 Whose role in life is better—a man's or a woman's?
 Do you think clothes make the man?
 Socialized medicine—advantages and disadvantages
 Capital punishment—morality or immorality
 What do you think of the Women's Liberation Movement?
 Which qualities are necessary for a successful marriage?
 The need and role of labor unions
 What is your opinion of household pets in general?
 Styles and length of hair for men
 The pollution problem
 The overpopulation problem
 Necessity for space exploration
 Government's priorities and responsibilities
 The main purpose of prisons
 Suggestions for reducing crime

Dilemma Situation Example

Suppose you were the parent of a fifteen year old adolescent. You discover three joints of marijuana in his room. What would you do?

Note: These topics are extremely broad and need to be narrowed to specific aspects. They are intended as a springboard for thinking and classifying, selecting and researching. They can be restated as situations.

Communication Practice: Structural Plan

Planned for beginning students

Performance Objectives

The student will comprehend the meaning of each question and answer in an interview/introduction type of situation.

The student will repeat each part of the communication practice until pronunciation and intonation are acceptable.

The student will assist in completing his answers correctly.

The student will ask and answer questions in controlled patterns.

The student will memorize the dialogues to develop English conversational skills.

The student will expand vocabulary in practical areas.

Materials

Teacher-prepared questions and answers

Tape recorder, depending on the procedure selected

Motivation

Teacher: Let's talk about you.

Let's talk in English.

Procedure

1. A four questions/answers dialogue is taught in its entirety.
 - a. The students listen, then discuss the meaning of each question and answer.
 - b. Each student helps to make the dialogue variation which is correct for him.
2. The teacher presents the dialogue again, this time writing it on the chalkboard.
 - a. The class listens and repeats each sentence, aiming for acceptable pronunciation and intonation.
 - b. Each question and answer is repeated as often as necessary; individual students are asked to reply in sentences correct for them.
 - c. The teacher and class continue in this way to the end of the dialogue.
3. There are various ways to proceed. Trying different methods will help the teacher to decide which ones work most effectively with his group. One or more of the suggested procedures may be used in the first and succeeding sessions.

Method A: Students learn to ask a question and to give an answer in a chain drill. The drill is repeated for each of the questions and answers.

- Method B:** The teacher asks one question of the dialogue of each student before advancing to the next question; after the dialogue has been completed in this way, it is treated as a whole.
- Method C:** The teacher asks all the dialogue questions with an individual student responding while the other students listen.
- Method D:** Students work in pairs, practicing the dialogues with a few clue words written on the chalkboard to guide them or glancing at their copies.
- Method E:** Students in pairs tape their conversation practice while other members of the class listen. Each practice is replayed for the class immediately while the teacher praises, comments, and corrects discreetly.

Evaluation

T: We need more practice. We want to learn to say the sentences correctly. (The teacher quickly drills any words, contractions, or parts of sentences which were difficult for many students.)

We want to memorize.

Follow-up

- Praise, patience, and practice are absolutely essential to every lesson.
- Review, drill, and add new sentences.

Sample Questions and Answers for Communication Practice

Questions:

What's your name?
 Where do you come from?
 Where did you come from?
 How long have you been in this country?
 Do you speak English?
 What language do you speak?
 Where were you born?
 How old are you?
 What's your age?
 When's your birthday?
 What's your birthdate?
 Are you married?
 Are you single?
 Are you divorced?
 Are you separated?
 What's your address?
 Where do you live?
 What city do you live in?
 Do you have a telephone?
 What's your telephone number?
 How are you today?

Answers:

My name is _____
 I come from _____
 I came from _____
 I've been here for _____
 Yes, I speak a little English.
 No, I don't.
 I speak _____
 I was born in _____
 (city, country)
 I'm _____ years old.
 My birthday is _____
 (month, day)
 My birthdate is _____
 (month, day, year)
 Yes, I am.
 No, I'm not.
 My address is _____
 (number, street)

 (city, state, zip code)
 I live in _____
 Yes, I do.
 No, I don't.
 My telephone number is _____
 I'm fine, thank you.
 I'm fine, thanks.
 Pretty good, thanks.
 I'm (tired, a little tired, very tired) today.
 I'm feeling sick today.
 I'm feeling bad.
 I'm not feeling well today.
 I don't feel well today.

What's the matter?
(Reduced form: Whatsa matter?)

What's wrong?

What's the date?
What's the date today?

What's today?

What was yesterday?

What will tomorrow be?

Did you have a nice weekend?
(Reduced form: Didja have a nice weekend?)

What did you do?
What happened?

How ('s, was) the weather today?
What's the weather report for
(today, tomorrow)?

How do you come to school?

Did you come to school early or late?

My head hurts.
I have a headache.
My back hurts.
I have a backache.
My tooth hurts.
I have a toothache.
My stomach hurts.
I have a stomachache.
My throat hurts.
I have a sore throat.
My (leg, foot, ankle, hand, arm, finger, ear, eye, etc.) hurts.
I have a cold.

Today is _____

Today is (Monday, Tuesday, Wednesday, Thursday, Friday).

Yesterday was (Sunday, etc.).

Tomorrow will be (Saturday, etc.).

Yes, I did.
No, I didn't.

I (worked, went shopping, went to the movies, visited friends, etc.).
I (was sick, stayed in bed, worked hard, was in an accident, etc.).

It ('s, was, will be) (clear, cloudy, smoggy, foggy).
It ('s, was, will be) (cold, cool, warm, hot).
It ('s, was, will be) (sunny, rainy, windy).
The temperature (is, was, will be) in the (low, high) (fifties, sixties, etc.).

I (walk, drive) to school.
I ride a (bus, bicycle) to school.
I get a ride with my (friend, brother, father, etc.).

I came (early, late).
I came on time.

Additional Communication Practice: Classroom Environment

As beginning students become acquainted with the classroom environment, they are taught necessary words and expressions. The names of the objects are learned, then the sentence patterns. Performance of the directions climaxes learning.

Objects	Sentence Patterns
book, books	Get the books, please. (Pass, Collect) the books, please. Put the books away, please. (Open, Close) the book, please. Turn to page _____ Turn the page, please.
light, lights	Turn (on, off) the lights, please.
door	(Open, Shut, Close) the door, please.
window	(Open, Shut, Close) the window, please.
chair	(Push in, Pull out) your chair, please. Sit down, please. Stand up, please.
eraser	Erase the (blackboard, chalkboard), please.
notebook	(Write, Copy) in your notebook.
exercise	Let's do the exercise orally.
sentence	Listen and repeat the sentence. Answer in a complete sentence.
paper, papers	Take out a piece of paper. I (will, won't) collect the papers. Collect the papers, please.
pencil, pen, eraser	Write with a (pen, pencil). Do you (have, need) an eraser? Is this your (pencil, pen, eraser, etc.)?

Dialogue Practice: Structural Plan for Method 1

Planned for intermediate and advanced students

Performance Objectives

The student will comprehend the meaning of a dialogue.

The student will clarify and expand vocabulary on a specific topic.

The student will repeat the dialogue with ease and proficiency.

The student will substitute words and expressions which are structurally accurate.

The student will work and converse in English with other students to compose and enact a situational dialogue.

The student will develop English conversational skills.

Materials

A situational dialogue, teacher-prepared or selected from a text

Related materials such as newspaper ads, boxes, shopping bags, or other simple props related to the topic for the session

Motivation

Present a situational dialogue on a topic which is meaningful to the students. Some suggestions are:

grocery store shopping	opinions on occult matters
party preparation	political issues
department store shopping	various levels of government
hair care	art
postal needs	music
financial matters	theater
travel plans	local recreational possibilities
social etiquette	educational goals
school selection	job selection and interviews
personal grooming	apartment seeking
consumer matters	civil rights
holiday celebrations	housekeeping methods
sports and games	child psychology
automobile needs & purchase	restaurant ordering
interior decoration	dating etiquette
transportation reservations	personal health matters

Procedure

1. Teacher prepares a dialogue or selects one from a text.
2. Teacher presents it orally; students listen.
 - a. Discuss for comprehension and vocabulary.
 - b. Students listen and repeat.
3. Teacher presents the printed dialogue.
 - a. Class works together on word or phrase substitution.
 - b. Students present variations of the dialogue, glancing at papers or books.
4. Students participate in question and answer exercises using yes/no questions, information questions, and alternative questions.
5. Review the original dialogue and variations.
6. Students, working in pairs or groups, write original dialogues on the central theme.
 - a. Teacher corrects the original dialogues.
 - b. Students role-play the original dialogues using simple props, if available; or students may tape the dialogues.
 - c. Student audience comments, questions, and evaluates.

Dialogue Practice: Sample Plan for Method 1

Planned for intermediate or advanced students

Performance Objectives

See structural plan.

Materials

A teacher-prepared dialogue with duplicated copies for students

Newspaper ads for local department stores

Motivation

Discuss the need to spend money wisely and carefully, getting the most for your money.

Procedure

1. Teacher presents the dialogue. Students listen.

S1: Do you like to shop in department stores?

S2: Yes, I do. There is a good selection.

S1: Have you ever shopped in a discount department store?

S2: No, I haven't. What's the difference?

S1: Most prices are cheaper in a discount department store.

S2: Is the quality as good?

S1: Often it is. They usually carry name brands. However, you have to compare merchandise.

S2: Are there any other differences?

S1: Yes, there are. Most departments are self-serve. They don't gift-wrap, and they don't deliver most items. Also, selection is sometimes more limited.

2. Teacher guides discussion.

What is a department store?

What does "a good selection" mean?

What does "discount" mean?

What does "quality" mean?

What are name brands?

What does "self-serve" mean?

How do you compare merchandise?

When would gift-wrapping be especially convenient?

When would free delivery be especially convenient?

What is meant by "limited selection"?

Do you have any questions about the dialogue?

3. Listen and repeat. (Go through the dialogue, sentence by sentence, one or two times.)
4. Distribute copies of the dialogue. Divide the class and repeat the dialogue.

5. Guide students to change some words in the dialogue; make substitutions with equivalent meanings. Work as a class or individually. Control the activity to the degree you think the class requires direction. For example, you might ask, "What words could you substitute for the following: like, buy, good, cheaper, as good, deliver, sometimes?" Students note these substitutions on the dialogue sheets.
6. Call on students to conduct the dialogue using any variations of their choice. Encourage only glancing at the paper to refresh memory and then looking at their partners as much as possible while they speak. Emphasize expression and gestures. Suggest memorization, but don't demand it.

Next Session

1. Review the dialogue one, two or three times in varying ways—chorally, by dividing class, individually.
2. Distribute ads for regular and discount department stores. Discuss prices, brands, and merchandise advertised. Note special bargains.
3. Present a situation for use of ads meaningfully. For example:

Your cousin is getting married next month. Select a wedding gift for him/her.

Your toaster is out of order; the repair shop estimates \$12.50 to fix it. You don't think it is worth fixing, because it is so old. Find the best buy on a toaster.

4. Initiate question and answer exercise. Instruct each student to ask one yes/no question of the person next to him. It must be related to the topic. That person answers and asks a new question, continuing in a chain. The teacher corrects questions and answers structures immediately. Continue with one information question each, and follow with one alternative question each. Review simple basic sentence patterns if necessary.

Yes/no Questions

Auxiliary verb + subject + main verb + complement

Do you buy clothes at a department store?

Information Questions

Question word + auxiliary verb + subject + main verb + complement

Where do you buy your clothes?

Alternative Questions

Auxiliary verb + subject + main verb + complement + *or* + 2nd complement

Does your husband like long-sleeve shirts or short-sleeve ones?

5. Divide into pairs or groups. Write short department store shopping situation dialogues to enact in dramatic play. Teacher circulates to assist and correct.

Next Session

1. Groups and pairs present their original dialogues or play the tapes. Students role-play customers, clerks, and managers with as much natural expression as possible.
2. Audience questions, comments, and evaluates.
3. Class and teacher hear performance of those students who have memorized the basic dialogue.

Follow-up

Take a field trip to a department store or to both a regular and a discount department store.

Dialogue Practice: Structural Plan for Method 2

Planned for intermediate and advanced students

Performance Objectives

Same as those for Method 1

Motivation

Introduce a topic for free discussion and development.

Materials

As topic, dialogue, and vocabulary develop, copies are prepared for students.

Related props if available and needed for dramatic play.

Procedure

1. Teacher introduces topic.
 - a. Class discusses freely and answers questions asked by the teacher.
 - b. Students offer as much related knowledge of the topic as possible.
2. Students use their information in a creative manner. For example, they might plan a holiday dinner, play games, use maps to locate and give directions, compare prices at department stores or grocery stores, etc.
3. Class composes a list of related vocabulary words. Teacher writes the words on the board; a student secretary copies.
4. The class as a whole composes an original dialogue related to the topic. Teacher writes the sentences on the board; a student secretary copies.
5. Teacher duplicates the dialogue and vocabulary list and presents printed copies at the next session.
6. Class hears and repeats the dialogue.
7. Class suggests substitutions and notes them on the sheets.
8. Students participate in the dialogue, using the variations.
9. Teacher initiates question and answer chain exercises—one round of yes/no questions, one round of information questions, one round of alternative questions.
10. Students who wish to memorize the dialogue perform for the class and the teacher, who evaluate.

Dialogue Practice: Sample Plan for Method 2

Planned for intermediate and advanced students

Performance Objectives

See structural plan

Materials

Items and equipment used for various games

Copies of the class-composed dialogue and vocabulary list

Motivation

T: Games and sports provide fun and recreation for us. There are many different kinds of games to appeal to all tastes. Today we will talk about some of them, and later we will learn some new games.

Procedure

1. Teacher asks questions about the topic, "Games and Sports."

T: Do you like to play games and sports, _____?

What kind of games do you prefer, _____?

How would you classify games and sports in general?

(Elicit indoor, outdoor, active, spectator, team, individual, physical, mental.)

2. T: Use a piece of scratch paper to jot down the following information:

Think of a game that you enjoy very much.

Think of the object of the game—the main purpose or goal.

(Explain and illustrate.)

Think of the equipment used in the game.

Think of the best place to play the game.

Think of how many players are needed for the game.

3. Bounce questions around the room about the information they have noted. Ask for full sentence answers orally. Correct structures immediately, and direct students to repeat the corrected structures.
4. Instruct the students to plan to teach or demonstrate a short indoor game that can be played by the class at the next session. Allow 10 or 15 minutes. Students may work in pairs or groups.

Next Session

1. As students are called to teach or demonstrate their games, ask the five basic questions about name, object, equipment, place, and players.
2. Then ask the students to present rules for playing and method for scoring. Student audience listens, questions, and then participates in the game.

3. After all students have had turns presenting games, the teacher asks the class to compose a list of vocabulary words they have learned that are related to the topic. The list is written on the chalkboard and one or all students copy it. The list might include the following words:

rules	balls	outdoor	handball
points	token	active	baseball
score	bat	spectator	football
object	helmet	team	basketball
opponent	cleated shoes	individual	volleyball
player	racquet	cards	tennis
base	jerseys	chess	soccer
win	uniforms	checkers	charades
lose	net	Monopoly	golf
forfeit	game board	pingpong	out of bounds
paddles	indoor		

Note: Some groups suggest numerous words; other groups suggest only a few. Guide compilation to ensure a meaningful list.

4. The teacher initiates composition of an original class dialogue drawn from the experience.
- As each sentence is suggested, it is corrected by the teacher and the class and written on the board.
 - Students listen and repeat. Student secretary copies it.
 - Sample dialogue:
S1: What kind of games do you enjoy, _____?
S2: I like indoor games best. How about you?
S1: I prefer active, outdoor games such as baseball and football.
S2: Do you play them or watch them?
S1: Both. I play them at the park on Saturdays. And I am a Dodgers and Rams fan.
S2: What is your favorite indoor game?
S1: I especially like chess.
S2: I play chess, too.
S1: How about a match?
S2: Sure. Next week.

Next Session

- The teacher distributes duplicated copies of the dialogue and vocabulary list.
- The class hears and repeats the dialogue in unison, in groups, and individually.
- The class provides substitutions and writes them on the sheets.
- Students perform the dialogue with variations.
- Teacher suggests memorization. At the next session, those who have memorized perform for class and teacher, who evaluate.
- Teacher initiates the three-step question and answer chain, encouraging use of new vocabulary. Allow one round of yes/no questions, one round of information questions, one round of alternative questions.
- Evaluate the experience.

Dialogue Practice: Structural Plan for Method 3

Planned for advanced students

Performance Objectives

The student will participate in a meaningful field trip or shared group experience, or will view a dramatic film or filmstrip.

The student will observe, recall, and report the events and important details of the experience.

The student will recall significant persons, situations, and dialogue.

The student will make reasonable inferences which are necessary to complete the experience.

The student will project himself into a role necessitating the use of English and will respond automatically in a dialogue.

Materials

Film, filmstrip, or plan for a field trip or other group experience

Appropriate props when possible

Motivation

The visual or actual experience which can be reenacted

Procedure

1. Provide a visual or actual experience involving persons and dialogue.
2. Review the experience. Recall essential vocabulary.
3. List the people or characters.
4. Determine the sequence of events. Write it on the board.
5. Decide on roles for students.
6. Work in groups to plan general lines of dialogue.
7. Reenact all or a portion of the experience which requires interacting with several people.

Dialogue Practice: Sample Plan for Method 3

Planned for advanced students

Performance Objectives

See structural plan for Method 3.

Materials

Room arrangement to simulate courtroom arrangement

Gavel

Notebook papers to simulate lawyers' notes

Motivation

A trip to the municipal courts, criminal division

Procedure

1. Discuss the courtroom observations.
 - a. Describe the courtroom.
 - b. What was the charge against the defendant?
 - c. List the important people and their functions in the courtroom: judge, clerk, court reporter, defendant, plaintiff, attorneys, bailiff, witnesses, jury.
 - d. List some new or essential vocabulary related to the experience.
2. Determine the sequence of events and write it on the board.
 - a. Judge entered.
 - b. Charge was read.
 - c. Defense attorney called the defendant and three witnesses to the stand.
 - d. Prosecuting attorney cross-examined.
 - e. Prosecuting attorney called two witnesses.
 - f. Defense attorney cross-examined the witnesses.
 - g. Lawyers made summations to jury.
 - h. Jury went out to decide verdict.
3. Make necessary inferences to complete the experience.

T: What would have happened next?

S: Jury would have returned verdict. If verdict were, "Guilty as charged," the defendant would probably have been sentenced by the judge.
4. Reenact the courtroom scene, using as much of the actual dialogue as can be recalled.
 - a. Let students volunteer for the roles listed in Procedure #1c.

- b. Break into groups to plan ideas for the dialogue. Teacher circulates to help with the phrasing.
- c. Reconvene. Arrange the room as necessary. Teacher or student leader directs the dramatic play. Teacher corrects structures as necessary.
- d. Non-participants in the trial part of the dramatic play act as jurors.
- e. After the trial portion, the jurors carry on a discussion of the evidence and the testimony in relationship to the law as the judge has interpreted it for them. They decide the verdict. A foreman reads the verdict.
- f. Judge and other players respond appropriately.

Samples of Student-Prepared Dialogues

Advanced Beginning and Intermediate Levels

The following conversations are some examples of student-composed dialogues after a unit study and after various dialogue activities described.

The Post Office

Conversation #1

- S1: Good afternoon. May I help you?
- S2: I need ten aerogrammes. How much is that?
- S1: _____ dollars and _____ cents.
- S2: Here you are. Where is a mailbox?
- S1: It stands in the corner of this office.
- S2: Thank you. Good-bye.

Conversation #2

- S1: May I help you?
- S2: I want to mail this package. I want to insure it.
- S1: How much do you want to insure it for?
- S2: For twenty-five dollars because it is very important.
- S1: Is this something fragile?
- S2: No, it's not fragile, but there are some important things in it.
- S1: Do you want regular or air mail?
- S2: Regular mail.
- S1: Let me weigh it to see how much it will cost. It will cost three dollars and fifteen cents.
- S2: Here's the money. Thank you.

Conversation #3

- S1: I want ten air mail stamps for (Asia, Europe, Mexico, South America), please.

S2: That costs (two dollars and sixty cents, one dollar and fifty cents, two dollars and ten cents).

S1: Would you send this letter special delivery for me, please?

S2: Yes. It will cost a few cents more.

Conversation #4

S1: Good morning. Can you sell me an aerogramme and one money order, please?

S2: Yes, I can. Do you need anything else?

S1: No, that's all. How much does that cost?

S2: Fifty-three cents.

S1: Here's the money. Good-bye and thank you.

S2: You're welcome. Good-bye.

Conversation #5

S1: Hello. May I help you?

S2: Hi. I want ten commemorative ____-cent stamps, please.

S1: All right. Here you are. That's _____, please.

S2: Thank you.

Shopping

Prepared by intermediate students

Conversation #1

S1: Good afternoon, madam.

S2: Good afternoon, sir.

S1: May I help you?

S2: Yes, I need to buy a refrigerator.

S1: What kind of refrigerator would you like?

S2: I would like to have a large self-defrosting model. Does this kind use too much energy?

S1: Well, it does use a lot more than manual defrost models. It costs about \$3.00 more per month. What color would you like?

S2: What is the difference in price between color models and white models?

S1: There is not much difference, only \$10.00.

S2: How much is that big green one?

S1: It is a special offer for \$429.00. It has a lot of extra features.

S2: Do you accept credit cards?

S1: Yes, we do.

S2: I'll take it then.

Conversation #2

S1: Good afternoon. May I help you?

S2: I'd like to buy a stereo phonograph.

S1: We have a lot of models over here.

S2: I'd like a medium-priced set.

S1: This one made by a Japanese company is very popular. The price is reasonable, and the machine is of excellent quality.

S2: If I buy it on a monthly payment plan, what will I have to pay each month?

S1: It can be a ten-month payment plan and each monthly payment will be \$30.00.

S2: Does the set have a guarantee?

S1: Yes, sir. It has a one-year guarantee.

S2: May I listen to it?

S1: Of course, sir.

S2: I have decided on this one. I'll take it.

S1: Please come over here. Will you write your signature on this paper? Right here. Thank you very much, sir. I hope you enjoy your new stereo. Good-bye.

Conversation #3

S1: Hi! Do you work here?

S2: Yes, of course. May I help you?

S1: I'm looking for a special car. I want a small American-made economy car.

S2: Do you want a new car or a used one?

S1: I want to look at a used model, about one or two years old.

S2: Over there, sir. I think we have just what you are looking for.

S1: Well, it's a beautiful color. How does it run?

S2: It's in good condition. Do you want to test-drive it?

S1: Yes, I would like to . . . It runs very well. How much is it?

S2: The price is \$1850.00, but you can buy on time.

S1: May I take the car home today?

S2: Yes, sir. We just have to check your credit.

S1: All right.

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Asian Newcomer Parent Program. *Everyday English*. Volumes 1-2-3. 2 Waverly Place, San Francisco, California, 1973.

Introduces community resources and related situation dialogues to acclimate newcomers to their surroundings. Areas of study conveniently color-coded. Short dialogues. Rapid pace with simple structures. Easily adapted to other cities and cultures.

Bernardo, Leo U. and Dora F. Pantell. *English: Your New Language*. Books 1 and 2. New Jersey: Siver Burdett Company, 1966.

Continuing family situation dialogues about a couple, their in-laws, their children. Geared primarily to housewives. Not suitable for memorization.

Boggs, Ralph Steele and Robert J. Dixon. *English Step-by-Step with Pictures*. Rev. ed. New York: Regents Publishing Company, Inc., 1971.

Good beginning level book for introducing patterns. Correlates with basic grammar. Picture vocabulary.

Brown, Thomas H. and Karl C. Sandberg. *Conversational English*. Massachusetts: Xerox College Publishing, 1969.

Adult student interest in practical sustained dialogues on situational topics. Uninviting format. Many disconnected drills and repetitions.

Dixon, Robert J. *Exercises in English Conversation*. Books 1 and 2. New York: Regents Publishing Company, Inc., 1971.

Adult topics. Intensive question and response drills. Incremental grammar introduction and review of structures. Correlated with *Tests and Drills*.

English Language Services. *English 900*. Books 1-2-3-4-5-6. New York: Collier Macmillan International, Inc., 1964.

Usually relevant adult needs and topics in 15-line dialogues. Consistent aural-oral approach. Intonation page with markings indicated for all base sentences. Tapes available.

Finocchiaro, Mary. *Let's Talk*. New York: Regents Publishing Company, Inc., 1970.

Wide range of practical situational themes in dialogues spiraling from simple to complex patterns. Flexible use at all levels.

Hall, Eugene J. *Practical Conversation in English*. New York: Regents Publishing, Inc., 1965.

Three books for beginning, intermediate, and advanced levels. Indexed by topic and grammar structure item.

Hines, Mary Elizabeth. *Skits in English as a Second Language*. New York: Regents Publishing Company, Inc., 1973.

Light or humorous verb-controlled skits of one or two pages in length to read or memorize and present. Encourages role identification and use of gestures for total communication. General interest. New York settings. High intermediate and advanced levels.

Los Angeles City Schools. *That's Life*. Division of Planning and Research, Instructional Planning Branch. Pub. #SC-678, 1971.

A senior English workbook. Excellent resource and idea book for teachers of ESL. Help for young adults finding a job. Very practical situations. Practice in filling out actual forms, understanding ordinary business transactions such as bank accounts, credit accounts, car-purchasing, leases, income tax returns, etc.

Taylor, Grant. *English Conversation Practice*. New York: McGraw-Hill Book Company, 1967.

Intermediate and advanced levels. Many four-line conversations with useful substitutions. Confusing organization. Oral exercises often misleading to students.

Taylor, Grant. *Mastering Spoken English*. New York: McGraw-Hill Book Company, 1965.

Recordings, tapes, and workbooks. Programmed method. Allows time for student response followed by correct answer. Conversations and structure-controlled drills.

Chapter 7

The Reading Module

The purpose of an ESL reading program, as has been stated previously, is not to teach students how to read, but how to decipher or decode the English language with comparative ease and how to comprehend what they translate; students try to "think" in the new language while employing silent and oral reading skills. As students advance, the teacher extends his aims to increase the students' proficiency in reading practice.

At the beginning level, simple family/community stories (with illustrations and with a basic vocabulary) accustom students to the new language and to the order of words in sentence structures while describing meaningful situations. The motivation for adults depends on the teacher's choice of graded texts best fitted to his group's needs and interests. Student comprehension is best tested by oral review of prepared questions and/or exercises. Although understanding the reading material is of primary importance, it is essential that each student have the opportunity to read orally as well as to listen to the reading of others. In the process the learning from other modules is both utilized and expanded. Pronunciation, stress, intonation, phrasing, vocabulary development and more are called into action.

For beginners, first readers are usually prefaced by helpful suggestions; however, following the lesson design with group listening, discussion, choral reading, individual oral reading, oral response to questions and exercises can insure good results. The teacher's enthusiasm for the lesson can be the added touch which sparks student eagerness to learn and enjoy.

At the intermediate level, students progress from family-community relationship stories to tales of humor, adventure, mystery, and biography. For both intermediate and advanced students the level of difficulty of texts is decided by the challenge of the material and yet by the students' ability to succeed. Too easy or too difficult reading selections can seriously affect the students' participation, application, and feeling of accomplishment. Graded texts and manuals can range from quite helpful to extremely helpful. In those books in which many exercises follow a story, the teacher must use his discretion as to which best fulfill the students' reading requirements. Pre-testing can help to diagnose those requirements.

The intermediate reading level widens the breadth of the horizon in the program. Students are encouraged to comprehend meaning through interpreting new vocabulary in context. Because of individual differences in language study preparation, the teacher should permit confused students to use their personal dictionaries or the glossary in the texts for clarification. Hence, dictionary skills are promoted. Because of the variable meanings in English for the same word, the students can rework the words into original sentences with the specific definition introduced. Again, prepared questions with exercises are beneficial, but whenever story interest provokes discussion and student contribution of experiences, it should be welcomed within certain time limits. Although the organization of the reading lesson relies closely on the text format, some creativity and selectivity by the instructor are required; reading for beginners and intermediates is a module which can be effectively handled by aides. The use of graded newsletters with current events appropriate to the levels is a reading activity enjoyed by all. See the bibliography for suggestions.

At the advanced level of reading, the teacher's mastery can augment the students' achievements in location skills to prove answers and in vocabulary expansion to understand inferences. Biography, historical fiction, classic short stories, particularly prepared for ESL, provide reading matter which is highly demanding, but worthy of advanced students. By using textbooks, newspapers, and graded current events issues, students practice scanning, locating information, glean the main idea, and translating obscure imagery. Because reading at the advanced level requires much concentration, purpose, and application of many study skills, students must be convinced that the effort has its rewards in academic study as well as in reading enjoyment.

Suggested Reading Material

Graded texts

Graded newsletters of current events

Rewrites, duplicated for each student, about holidays, famous people, and customs with pertinent questions for comprehension

Articles of interest to students from daily newspapers or periodicals, displayed on a bulletin board, if possible

Classified ads with abbreviations which need special attention

Brochures of cultural activities, of places to see, of health information relevant to the students

Poems and lyrics to songs

Simple paperbacks and library books with adult interest

Possible Performance Objectives

The teacher's choice of performance objectives for each lesson will determine the content and the emphasis of the lesson. Some options are enumerated.

The student

- will decipher or decode the English language, understanding the main idea.
- will think in the new language while reading silently or orally.
- will observe the order of words in sentence structures used in stories.
- will read silently and determine comprehension through oral exercises.
- will demonstrate improved pronunciation and intonation.
- will phrase correctly in oral reading.
- will use proper stress in oral reading.
- will read with expression.
- will use new words and expressions.
- will read chorally.
- will listen to others read orally and evaluate performance.
- will check comprehension through written exercises.
- will interpret new vocabulary in context.
- will diagnose reading needs through test performance.
- will participate in discussion, contribute from personal experience, and make comparisons related to the reading.
- will use dictionaries or glossaries for clarification.
- will read for information.

- will read newsletters with current events for interpretation and comment.
- will practice scanning for words or information.
- will use location skills to find or prove answers.
- will read articles and ads from newspapers and periodicals.
- will distinguish main ideas from details.
- will make inferences.
- will interpret imagery.
- will concentrate on increasing proficiency of reading skills.
- will enjoy literary prose and poetry.
- will read for enjoyment.
- will realize the importance of reading as a medium of communication in their personal lives.
- will use order catalogues efficiently.
- will become aware of word derivatives through the reading of narrative prose.

Reading: Structural Plan

Planned for beginning students

Performance Objectives

The student will decode the English language, understanding the main idea.

The student will think in the new language while reading orally and while listening to oral reading.

The student will learn the order of words in sentence structures.

The student will use new words and expressions.

The student will answer questions about the story to check comprehension.

The student will listen to correct pronunciation, phrasing, intonation, and stress and will read orally, attempting to imitate the teacher's example.

Materials

A beginning level reader

Illustrations from a picture file of a place, family activity, community worker, etc., relating to the story topic

Teacher-prepared questions

Motivation

Use illustrations from a picture file relating to the story topic to stimulate discussion.

Initiate discussion with prepared questions to introduce vocabulary and story content.

T: What do you and your (family, friends) like to do on (Sundays, holidays, weekends)?

Who has a job? What is your occupation?

Where do you like to shop for (food, groceries, clothes, etc.)?

Procedure

1. The teacher introduces new vocabulary from a list on the chalkboard or on a chart. He stresses repetition of correct pronunciation and draws from the students their previous knowledge of any of the word meanings. Illustrations in the textbook or from a picture file or a picture dictionary can be helpful.
2. The title and a short paragraph are read aloud by the teacher who is careful to use correct pronunciation, intonation, phrasing, and expression.
3. Discussion of the paragraph follows with the teacher asking appropriate questions to simplify the meaning and to check student understanding.
4. A student reads orally the same paragraph. The teacher assists the student when he is uncertain of word pronunciation and corrects the student tactfully when his performance is below standard. He praises or comments on good performance.

5. The story is read to completion, repeating these steps: oral reading by the teacher, question/discussion, oral reading by individual students of at least three sentences each. It is important that every beginning student participate in oral reading and in the integrated discussion.

Summary

In the follow-up discussion several questions about the story are asked by the teacher, who encourages each student to respond, usually in complete sentences. Possible questions:

Who are the people in the story? What are their names?

Who is the father? mother? cousin? etc.

What kind of work does the (mother, father) do?

Where is the family going? Why?

How do the children help?

When does the family go (to the store, to the park, to the doctor, etc.)?

The pronunciation of more difficult words is reviewed and repeated.

Follow-up

- New vocabulary words are reviewed for meaning and pronunciation.

Reading: Structural Plan

Planned for intermediate and advanced students

Performance Objectives

(Objectives vary according to the emphasis of each lesson; some objectives are continuing objectives for most lessons.)

The student will decipher the English language, reading both silently and orally.

The student will think in English while listening, reading, and discussing.

The student will participate in discussion and oral exercises to determine comprehension.

The student will demonstrate improved pronunciation, stress, intonation, and phrasing in the oral reading of several sentences.

The student will learn the meanings of new words and expressions.

The student will interpret new vocabulary in context.

The student will use dictionaries or glossaries for clarification.

The student will practice scanning for words or for specific information.

The student will develop location skills to find or prove answers.

The student will distinguish main ideas from details.

The student will read for enjoyment.

Materials

(The format of particular readers may vary the teacher's approach, but the lesson structure is generally similar.)

An intermediate or advanced level reader or newsletter

Possible Teaching Aid: Encyclopedia for further motivation or enrichment

Motivation

At this level the teacher informs his class of the principal performance objectives of the day's lesson, using the chalkboard to list if desired.

Example for Fiction:

T: Guy De Maupassant was a popular French writer of the 19th century. He wrote today's short story, "The Diamond Necklace." In the story, one evening of pleasure changed the next ten years in the lives of Madame Matilda Loisel and her husband.

Example for Non-Fiction:

T: Today's story is about Luther Burbank, a poor, sickly man who worked patiently for many years and who became famous in horticulture in the United States. What is horticulture? (the science of growing flowers, fruits, trees, etc.) This poor, sick man became an expert in this science. (Show his picture from an encyclopedia.) Let's read about one of his experiments.

Example for Newsletter:

T: Read the title of the article and the caption under the picture.

What's happening? What do you think the article is about?

Procedure

1. The teacher introduces new vocabulary from a list on the chalkboard (or on a chart). He stresses correct pronunciation and draws from the students their previous knowledge of any of the word meanings. At this level, meanings of words unknown to the students are not yet explained but left to discovery in context or to word exploration later.
2. A short paragraph is read aloud by the teacher, using correct pronunciation and intonation, phrasing and expression.
3. Discussion of the paragraph follows with the students attempting to discover the meaning of unfamiliar words, expressions, ideas. Elaboration and simplification of statements should clarify understanding of vocabulary; however, if there is still doubt, students use English dictionaries or glossaries.
4. A student reads part or all of the same paragraph orally. The teacher corrects poor pronunciation and assists the student whenever necessary.
5. The story is continued with the teacher reading orally, with the class discussing, asking, and answering questions, and with students reading orally what they have *heard* read to them correctly. The teacher praises good performance and corrects errors. It is *not* necessary for teacher and students to read aloud every paragraph of a story; the length of some stories makes this impractical. Listening to the teacher's reading of some paragraphs and the silent reading of other paragraphs with discussion following are suggested.

Reading: Structural Plan

Planned for beginning students

Performance Objectives

The student will decode the English language, understanding the main idea.

The student will think in the new language while reading orally and while listening to oral reading.

The student will learn the order of words in sentence structures.

The student will use new words and expressions.

The student will answer questions about the story to check comprehension.

The student will listen to correct pronunciation, phrasing, intonation, and stress and will read orally, attempting to imitate the teacher's example.

Materials

A beginning level reader

Illustrations from a picture file of a place, family activity, community worker, etc., relating to the story topic

Teacher-prepared questions

Motivation

Use illustrations from a picture file relating to the story topic to stimulate discussion.

Initiate discussion with prepared questions to introduce vocabulary and story content.

T: What do you and your (family, friends) like to do on (Sundays, holidays, weekends)?

Who has a job? What is your occupation?

Where do you like to shop for (food, groceries, clothes, etc.)?

Procedure

1. The teacher introduces new vocabulary from a list on the chalkboard or on a chart. He stresses repetition of correct pronunciation and draws from the students their previous knowledge of any of the word meanings. Illustrations in the textbook or from a picture file or a picture dictionary can be helpful.
2. The title and a short paragraph are read aloud by the teacher who is careful to use correct pronunciation, intonation, phrasing, and expression.
3. Discussion of the paragraph follows with the teacher asking appropriate questions to simplify the meaning and to check student understanding.
4. A student reads orally the same paragraph. The teacher assists the student when he is uncertain of word pronunciation and corrects the student tactfully when his performance is below standard. He praises or comments on good performance.

Holiday Rewrite: Veterans Day

Planned for intermediate and advanced students

Veterans Day is a legal holiday. Post offices, banks, public offices and most schools close for the day. Stores usually stay open. This year, Veterans Day is observed on _____.

The fighting in World War I ended on November 11, 1918. In 1919 President Woodrow Wilson called this date Armistice Day to remind people of the truce or armistice the Germans signed with the Allies. A law adopted in 1938 made the day a federal holiday. In 1954, Congress changed the name to Veterans Day to honor all United States veterans of military service.

On Veterans Day there are parades and speeches. The American flag is displayed in many places. Special services are held at the Arlington National Cemetery in Virginia. A wreath of flowers is placed at the tomb of the Unknown Soldier. Families and friends of veterans who died in past wars take flowers to their graves.

1. What is an armistice or truce?
2. What happened on November 11, 1918?
3. When was the name of the holiday changed from Armistice Day to Veterans Day?
4. How is Veterans Day observed in the United States?

Bibliography: The Reading Module

Note: The readers have been grouped as follows: beginning, intermediate, intermediate-advanced, advanced, all levels series, and newsletters. Levels are unavoidably arbitrary, and it is advisable to examine books before ordering.

Beginning Level

- Alesi, Gladys and Dora Pantell. *Family Life in the U.S.A.* New York: Regents Publishing Company, Inc., 1962.
Adult centered. Family situations and American culture. Good follow-up for *The Lopez Family*. Suggest supplement for variety. Exercises.
- Chapman, Byron E. and Louis Schultz. *The Moti Basic Language Skills Program: Read - Understand - Remember*. Galien, Michigan: Allied Education Council, 1968.
Teaches how to read with simple, basic vocabulary woven into short adult readings. Excellent for educationally deprived classes. Illustrations and exercises.
- Goble, Dorothy Y. *The Lopez Family*. Austin, Texas: Steck-Vaughn Company, 1967.
The needs and activities of a family of produce pickers. Comprehension and word-study exercises. Illustrations.
- McGillivray, James H. and James R. Echols. *People at Work*. New York: American Book Company, 1961.
600 words. Vocational and professional contents: pilot, factory worker, teacher, police officer, businessman, forest ranger, banker, farmer, doctor, journalist. Illustrated for adults. Very short stories and plays for role-playing. Verb and pattern practices. Includes substitution drills and exercises with complete instructional method to assist aides and teachers.
- Sullivan, M. W. *Reading*. Palo Alto, California: Behavioral Research Laboratories, 1966.
A basically visual approach to reading. Not specifically for ESL, but useful for teaching how to read with simple vocabulary presented through illustrations.
- United States Government Printing Office. *Our American Way of Life*. Washington, D. C.: Immigration and Naturalization Service, 1967.
Prepared for naturalization classes. Chapters 1-12: ordinary experiences of an immigrant family. Chapters 13-20: American history and government. Illustrations. Comprehension and dialogue exercises.

Intermediate Level

- Costinett, Sandra. *Situational Reinforcement. Orientation in American English II: Reader*. Silver Spring, Maryland: Institute of Modern languages, 1969.
Adult practical interest activities: answering ads, working, leisure painting, school-life situations, traffic problems.
- Dixon, Robert. *Elementary Reader in English*. Rev. ed. New York: Regents Publishing Company, Inc., 1971.
Short stories, articles, and anecdotes for adults. Recommend selective use of follow-up exercises. Recordings available.
- Knott, Bill. *They Work and Serve*. Austin, Texas: Steck-Vaughn Company, 1967.
Adult stories. Well-paced style with considerable dialogue, good vocabulary usage, and easy rhythm. No long, involved sentences. Community workers: mechanic, fireman, truck driver, policeman, construction helper, nurse's aide, gas station attendant, taxi driver, street cleaner, waitress, janitor. No exercises.

McGillivray, James H. and James R. Echols. *Let's Take a Trip*. New York: American Book Company, 1962.
900 words. American culture around the United States: geographic, social, economic similarities and differences.

Intermediate-Advanced Level

Binner, Vinal O. *American Folktales*. Books 1 and 2. New York: Thomas Y. Crowell, 1966, 1968.
Entertaining tales followed by exercises stressing structure drills which illustrate grammar principles related to the reading.

Dixson, Robert J. *The U.S.A.* New York: Regents Publishing Company, Inc., 1959.
Informative, social studies reading. Often chauvinistic, sometimes dated series.
Series Titles: *The Land and the People* 1200 words
Men and History 1600 words
Men and Machines 2400 words
Customs and Institutions 3000 words

English Language Services. *Reading and Conversation for Intermediate and Advanced Students of English*. Portland, Oregon: English Language Services, 1968.
Two volumes about the United States: history, people, customs. Reading selections in literary style. Conversations in colloquial form. Includes drills in vocabulary, writing exercises, and punctuation practice. Tapes.

Finocchiario, Mary and Violet H. Lavenda. *Selections for Developing English Language Skills*. New York: Regents Publishing Company, Inc., 1973.
From one paragraph readings up to one-page reading selections of high interest and variety. Each followed by in-depth exercises probing comprehension and vocabulary.

Lewis, Norman. *RSVP*. Books 1-2-3. New York: Amsco School Publications, Inc., 1967.
Half-page readings followed by short comprehension exercise and extensive word study and usage exercises. Glossary.

McGillivray, James H. and James R. Echols. *Toward a Better World*. New York: American Book Company, 1962.
1200 words. Problem solving of social and environmental conditions which affect man.

Smith, Harley S. and Ida Lee King Wilbert. *How to Read Better*. Rev. ed. Austin, Texas: Steck-Vaughn Company, 1964.
Short readings followed by reading skill exercises: identifying central ideas, getting details, noting sequence, understanding inferences, following directions, etc.

Advanced Level

Binner, Vinal O. *International Folktales*. Books 1 and 2. New York: Thomas Y. Crowell, 1966, 1968.
Entertaining and didactic tales to stimulate discussion. Ample, varied exercises.

Cutlip, Ralph V. *Action Stories of Yesterday and Today*. New York: Amsco School Publications, Inc., 1971.
Original stories interspersed with edited versions of stories by famous authors. Selections collected for dramatic interest, positive messages about life, and general appeal. Meaningful comprehension and vocabulary exercises.

Dixson, Robert J. *Easy Reading Selections in English*. Rev. ed. New York: Regents Publishing Company, Inc., 1971.

Simplified versions of well-known stories or classics. Follow-up exercises and vocabulary drills to use selectively.

Dixon, Robert J. *Modern Short Stories in English*. Rev. ed. New York: Regents Publishing Company, Inc., 1971. Four or five-page stories by well-known authors which deal with contemporary American life. Difficult. Recordings available.

English Language Services. *English This Way*. Books 9-10-11-12. New York: Collier Macmillan International, Inc., 1964.

Excellent high interest stories with comprehension, structure, and vocabulary exercises.

Kurilecz, Margaret. *Man and His World*. New York: Thomas Y. Crowell, 1969.

Geographic, economic, political aspects of man's life and biographies of Schweitzer, da Vinci, and Dag Hammarskjöld. Two or three-page readings. Exhaustive structure exercises. To be used selectively.

Taylor, Grant. *American English Reader*. New York: McGraw-Hill Company, 1960.

Intensive reading practice with varied selections for advanced students. Unappealing format. Good practice for pre-college students.

All Levels Series

English Language Services. *Collier-Macmillan English Readers*. (21 titles). New York: Collier Macmillan International, Inc., 1964.

Graded pocket-size paperbacks which include original and adapted short stories, articles, biographies, modern novels, and simplified classics especially prepared for ESL. Glossaries, comprehension, and word study exercises. Answer keys in back of each reader. Graded from 500 to 4000 word vocabularies.

Series Titles:	<i>The People Speak</i>	Words: 500
	<i>The Love Letter</i>	500-750
	<i>The Silver Elephant</i>	700
	<i>Cowboys in Alaska</i>	900
	<i>Island of Truth</i>	1500
	<i>Scenes of America</i>	2000
	<i>Stories to Surprise You</i>	2000
	<i>The Story of My Life (Helen Keller)</i>	2000
	<i>Buffalo Bill</i>	2000
	<i>The Mitchell Family</i>	2000
	<i>Twelve Famous Americans</i>	3000
	<i>The Virginian</i>	3000
	<i>The Vanishing Lady and Other Stories</i>	3000
	<i>The Black Tulip</i>	3000
	<i>The Presidency in Conflict</i>	3000
	<i>Fact or Fiction?</i>	3000
	<i>The Russells of Hollytree Circle</i>	3000
	<i>Four Short Mysteries</i>	3000
	<i>Three Detective Stories</i>	3000
	<i>Murder Now and Then</i>	4000
	<i>A Magazine Reader</i>	4000

Reader's Digest. *Readings*. Pleasantville, New York: Reader's Digest Services, Inc., 1964.

500 to 2000 word level. Series of six books. Meanings of new words on pages where they appear.

Illustrations for many definitions. Brief, meaningful exercises to check comprehension and use of new vocabulary. Several stories possible for adult interest, but chiefly young appeal. Answer keys and glossary at the end of each book.

Reader's Digest. *Reading Skill Builders*. Pleasantville, New York: Reader's Digest Services, Inc., 1959.

Not specifically ESL. Intended for young readers, and some selections not interesting enough for adults. Generally good material in graded vocabulary. Exercises notable for developing skills: finding main idea, skimming, making inferences, identifying context clues, speed, etc. Teacher's editions available.

Science Research Associates. *Reading Laboratory*. 57 West Grand Avenue, Chicago, Illinois.

Programmed skill builder and rate builder cards which advance the student through ten levels of reading. Comprehension and word study exercises.

Newsletters with Particular Adult Interest

***News for You*.** New Readers Press. Box 131, Syracuse, New York 13210.

Adult-directed news in basic, controlled vocabulary. Occupation spotlight. Puzzle.

***Senior Scholastic*.** 50 West 44th Street, New York City, New York 10036.

Provocative editorials and articles designed to stimulate discussion and evaluation. Suitable for well-advanced students. Teacher's edition available.

***You and Your World*.** Xerox Education Publications. Columbus, Ohio 43216.

News, occupation spotlight, jokes, cartoons, puzzles directed toward high school students, but challenging for adult ESL. Vocabulary-controlled for ease in comprehension.

Chapter 8

The Listening Module

Many students of English become proficient in grammar and reading skills long before they understand the spoken language. Their aural perception is not yet attuned to the new sounds, rate, and intonation of the target language. Their conversation suffers because they cannot respond appropriately to questions or statements. For security, they become dependent on seeing the printed word. Even though the audio-lingual method attempts to surmount this barrier, students need special time devoted to listening exercises which develop skills of aural perception and discrimination, thus narrowing the margin of words comprehended per number of words spoken.

These exercises progress from letter names through lectures. They should be interspersed with listening to and discussing story records, short tapes of newscasts which can be replayed, portions of current TV programs. The story records are available at most libraries; although they may be found in the juvenile department, subjects such as great inventors, folk heroes, and presidents capture adult interest while they extend cultural background and appreciation.

For placement, pre-test with an objective test such as the English Language Institute Test of Aural Comprehension. (See the chapter on testing for availability.) If preferred, a teacher-devised test could be used. Post-test with another form of the same test. The growth should be apparent and rewarding.

The lessons which follow can be used for both intermediate and advanced students. The former spend more time and are given more repetitions. One lesson may fill one, two, or even three scheduled modules. The instructor should speak at a normal rate and provide as many repetitions as are reasonably necessary for most students. After completing the battery of exercises, they can be recycled with reduced repetitions.

Teacher judgment of his group's background and ability will determine the inclusion, elimination, or change of any part of an exercise. Generally, the instructor should cover only as many items as can be completed and corrected with students in one module. The correction is an integral part of the learning process and should be done immediately following the work.

The types of listening exercises presented should be a springboard to additional lessons prepared by the teacher. A natural advantage is that learning is reinforced in other modules, particularly in pronunciation, idioms, and dialogue practice.

Listening Exercise 1: The Alphabet

Planned for intermediate classes

Performance Objectives

The student will recite the alphabet in English.

The student will relate the spoken letter to the printed and hand-written symbols.

The student will respond to the spoken English letters by writing them correctly.

Materials

Flash cards with written and printed letters of the alphabet

Teacher's list and correction chart

Paper folded in half lengthwise and numbered to 50

Writing pencils and correction pencils

Motivation

Point out that many languages use the same or nearly the same alphabet, but many letters are pronounced differently.

On the other hand, some countries use an entirely different writing system with unique names for the characters.

Poll the class for various systems.

Note that we use letters frequently in teaching language and that it is important to think and to hear the alphabet in English.

Procedure

1. Recite the alphabet as a class.
2. Go in turns, each saying the next letter. Repeat 2 or 3 times.
3. Recite vowels together and individually.
4. Use flash cards with printed and handwritten, capital and lower case letters, and let students identify them in English.
5. Select a uniform pattern for the students to follow and instruct them to write the letter you say in that way—printed capitals, handwritten lower case, etc. (just one).
6. Say the letter only one time. Advise students to watch your mouth position.
7. Exchange papers to correct. Point to each letter on the correction chart or the chalkboard and say its name.

Follow-up

Evaluate the results. Repeat alphabet drills until most students achieve success.

Suggested Alphabet Drill

1. M	6. I	11. Y	16. E	21. F	26. U	31. S	36. A	41. N	46. A
2. A	7. Z	12. Z	17. D	22. E	27. T	32. E	37. Q	42. Z	47. S
3. P	8. O	13. C	18. A	23. V	28. A	33. J	38. L	43. I	48. H
4. E	9. B	14. I	19. W	24. I	29. H	34. R	39. P	44. R	49. E
5. R	10. U	15. X	20. O	25. G	30. I	35. K	40. E	45. F	50. U

Listening Exercise 2: Spelled Words

Planned for intermediate and advanced classes

Performance Objectives

The student will respond automatically by writing correct symbols for spoken English letters in a series.

The intermediate student will hear, write, and see the spelling of a list of frequently used words.

The advanced student will hear, write, and see the spelling of a list of 50 frequently misspelled words.

Materials

Teacher's list and correction chart

Paper folded lengthwise and numbered to 50

Writing pencils and correction pencils

Motivation

T: We have been practicing recognizing the names of the letters in English. Today you will hear some frequently used words which you may not know how to spell. I will spell them for you. See if you can write them exactly as I spell them.

The purpose of our lesson is to practice hearing the letters in a series and then writing them. Remember that it is not a spelling test because I am going to spell the words for you. Just listen carefully and write what you hear.

Procedure

1. Plan to give and correct 25 words in a half-hour module.
2. Direct students to listen to the pronunciation of the word and then to the spelling of the word. Then write the word. If the words are rather easy, spell them once; if they are difficult, spell them twice.
3. Correct by exchanging papers in class, because it is difficult to detect one's own errors. Point to the word on the correction list and say each letter.
4. Give the second half of the list and correct in the next module.

Listening Words for Intermediates

- | | | | |
|-----------------|----------------|------------------|-----------------|
| 1. about | 14. district | 27. insurance | 39. roommate |
| 2. absent | 15. drugstore | 28. introduce | 40. sandwich |
| 3. address | 16. economics | 29. junior | 41. scholarship |
| 4. American | 17. efficient | 30. knife | 42. several |
| 5. assignment | 18. expensive | 31. library | 43. suburb |
| 6. baseball | 19. Fahrenheit | 32. listen | 44. temperature |
| 7. blackboard | 20. favorite | 33. married | 45. thirteenth |
| 8. breakfast | 21. fourteenth | 34. mathematics | 46. umbrella |
| 9. calendar | 22. friendly | 35. nineteenth | 47. vacuum |
| 10. chemistry | 23. generally | 36. orchestra | 48. weather |
| 11. college | 24. government | 37. pleasure | 49. youngest |
| 12. convenience | 25. hamburger | 38. refrigerator | 50. zero |
| 13. dentist | 26. housewives | | |

Listening Words for Advanced

- | | | | |
|-----------------|--------------------|-----------------|------------------|
| 1. through | 14. receive | 27. aggression | 39. judgment |
| 2. whether | 15. embarrass | 28. exaggerate | 40. fascinate |
| 3. advice | 16. foreigner | 29. impression | 41. marvelous |
| 4. believe | 17. character | 30. psychology | 42. mysterious |
| 5. although | 18. occasion | 31. traffic | 43. professional |
| 6. describe | 19. acquire | 32. afterwards | 44. restaurant |
| 7. especially | 20. characteristic | 33. committed | 45. scenery |
| 8. imagine | 21. unforgettable | 34. consequence | 46. campaign |
| 9. business | 22. atmosphere | 35. grammar | 47. magnificent |
| 10. disappoint | 23. environment | 36. interrupt | 48. courageous |
| 11. strength | 24. necessary | 37. probably | 49. enthusiasm |
| 12. opportunity | 25. philosophy | 38. achievement | 50. monotonous |
| 13. disease | 26. technique | | |

Listening Exercise 3: Spelled Abbreviations

Planned for intermediate and advanced classes

Performance Objectives

The student will perceive letters spoken in a series in English.

The student will use capital letters and periods as needed for certain abbreviations.

The student will become familiar with common abbreviations.

Materials

Teacher's list and correction chart

Paper folded in half lengthwise and numbered to 50

Writing pencils and correction pencils

Motivation

Discuss the usefulness, but mystery of abbreviations. Point out that many words from today's list are more than initials. They often contain several letters and sometimes the spelling of the word is no clue.

Procedure

1. T: I will say a word or words followed by the spelling of the appropriate abbreviation. Write only the abbreviation. I will say "capital" and "period" when they are needed. Use capitals and periods only when I indicate them.
2. Dictate examples and write the abbreviations on the board.

apartment	a-p-t-period	apt.
ultrahigh frequency	capital U, capital H, capital F	UHF
répondez s'il vous plaît	capital R period, capital S period, capital V period, capital P period	R.S.V.P.
3. Spell each abbreviation twice.
4. Exchange and correct.

Spelled Abbreviations List

- | | | | |
|-----------------|------|---------------------------|--------|
| 1. pound | lb. | 7. month | mo. |
| 2. ounce | oz. | 8. square | sq. |
| 3. foot or feet | ft. | 9. post meridiem | p.m. |
| 4. yard | yd. | 10. ante meridiem | a.m. |
| 5. quart | qt. | 11. Pacific standard time | P.S.T. |
| 6. gallon | gal. | 12. Eastern standard time | E.S.T. |

13. mountain or mount	Mt.
14. postscript	p.s.
15. pages	pp.
16. postpaid or prepaid	ppd.
17. rural free delivery	R.F.D.
18. mister	Mr.
19. mistress	Mrs.
20. reverend	Rev.
21. district attorney	Dist. Atty.
22. senior	Sr.
23. junior	Jr.
24. senator	Sen.
25. president	Pres.
26. certified public accountant	C.P.A.
27. doctor of philosophy	Ph. D.
28. doctor of medicine	M.D.
29. military police	MP
30. government issue	GI
31. sergeant	Sgt.
32. corporal	Cpl.
33. lieutenant	Lt.
34. colonel	Col.
35. general	Gen.
36. private	Pvt.
37. lieutenant commander	Lt. Comdr.
38. prisoner of war	POW
39. missing in action	MIA
40. notary public	N.P.
41. British Broadcasting Company	BBC
42. National Broadcasting Company	NBC
43. Columbia Broadcasting System	CBS
44. American Broadcasting Company	ABC
45. limited	Ltd.
46. incorporated	Inc.
47. Communist Party	C.P.
48. lysergic acid diethylamide	LSD
49. et cetera	etc.
50. revolutions per minute	rpm

Listening Exercise 4: Determining Initials

Planned for intermediate and advanced classes

Performance Objectives

The student will perceive initial sounds of words and relate them to the corresponding letters.

The student will relate well-known initials and abbreviations to their names or meanings.

The student will realize that prepositions, articles, and conjunctions are usually omitted from the initials of organizations.

The student will recognize acronyms.

The student will use capital letters and periods as needed.

Materials

Teacher's list and correction chart

Paper folded in half lengthwise and numbered to 50

Writing pencils and correction pencils

Motivation

Discuss the mystery that may surround familiar abbreviations.

Introduce the word "acronym;" explain its meaning; give an example such as CORE, Congress of Racial Equality.

Explain that while they practice their recognition of beginning sounds, the students will learn the meaning of many abbreviations.

Procedure

1. Direct students to write the initials or abbreviations for the following by writing the first letter of each important word in the name. The name will be repeated twice; students must determine the initials.
2. Direct students to use capital letters for all of the items in this list, but to use periods only when specified.
Example: The United States of America, periods. U.S.A.
American Baseball League, ABL
3. Dictate 25 items in a half hour module. Correct the same day.
4. Discuss the functions of some of the organizations.

Initials List

- | | |
|------------------------------------|----------|
| 1. Department of Motor Vehicles | DMV |
| 2. Central Intelligence Agency | CIA |
| 3. Federal Bureau of Investigation | FBI |
| 4. Food & Drug Administration | FDA |
| 5. Office of Economic Opportunity | OEO |
| 6. American Civil Liberties Union | A.C.L.U. |

7. San Francisco Police Department	S.F.P.D.
8. Federal Communications Commission	FCC
9. National Labor Relations Board	NLRB
10. National Aeronautics & Space Administration	NASA
11. English as a Second Language	ESL
12. Social Security Board	SSB
13. American Association of University Women	A.A.U.W.
14. Girls' Athletic Association	G.A.A.
15. Alcoholics Anonymous	A.A.
16. Young Men's Christian Association	YMCA
17. American Dental Association	A.D.A.
18. American Medical Association	A.M.A.
19. Automobile Association of America	A.A.A.
20. American Cancer Society	A.C.S.
21. National Education Association	NEA
22. National Association for the Advancement of Colored People	NAACP
23. Junior College	J.C.
24. Zero Population Growth	ZPG
25. Benevolent and Protective Order of Elks	B.P.O.E.
26. United Nations	U.N.
27. Southeast Asia Treaty Organization	SEATO
28. North Atlantic Treaty Organization	NATO
29. Organization of American States	O.A.S.
30. United Soviet Socialist Republics	USSR
31. Strategic Arms Limitation Talks	SALT
32. Grand Old Party (Republican)	G.O.P.
33. Bachelor of Arts	B.A.
34. Bachelor of Science	B.S.
35. Master of Arts	M.A.
36. Fellow of the American Academy of Arts and Sciences	F.A.A.A.S.
37. Fellow of the American College of Physicians	F.A.C.P.
38. Scholastic Aptitude Test	SAT
39. Doctor of Dental Science	D.D.S.
40. Registered Nurse	R.N.
41. Licensed Vocational Nurse	L.V.N.
42. National Football League	NFL
43. National Basketball Association	NBA

44. United Press International	UPI
45. American Federation of Labor	A.F.L.
46. Congress of Industrial Organizations	C.I.O.
47. United Farm Workers	U.F.W.
48. Women's Army Corps	WAC
49. Women's Appointed Volunteer Emergency Service	WAVES
50. District of Columbia	D.C.

Listening Exercise 5: Famous Quotations

Planned for intermediate and advanced classes

Performance Objectives

The student will read, ponder, and discuss 25 famous quotations.

When the teacher reads the quotations aloud, the student will perceive that one word has been changed. The student will identify the word.

Materials

Teacher's list of quotations with suggested changes; or tape and tape player

Students' duplicated list of quotations

A book of familiar quotations (available in paperback)

Writing pencils and correction pencils

Motivation

Hold up a book of familiar quotations and discuss its contents. Discuss how and why it is used.

Procedure

1. Point out that the students' lists contain 25 correct familiar quotations. The instructor will read them as they are once, and then read them again changing only one word. The students should circle the word that is changed.
2. Remind the students not to be concerned about meanings yet. The quotations will be discussed and explained later; the important factor is perceiving the changed word.
3. Optional for advanced students: direct students to write the alternate word.
4. Read the changed quotations.
5. Correct.
6. Discuss the meanings.

List of Famous Quotations

For teacher's list include the word change in parentheses.

For students' lists, omit the word in parentheses.

1. George Campbell said,
"Free and fair (fine) discussion will ever be found the firmest friend to truth."
2. Bacon said,
"Discretion (discussion) in speech is more than eloquence."
3. Byron said,
"I loathe (love) that low vice curiosity."
4. Rochester said,
"Custom does often reason (season) overrule
And only serves for reason to the fool."
5. Seneca said,
"One crime is concealed (revealed) by the commission of another."
6. Calvin said,
"The torture of a bad conscience is the hell of a living soul (son)."
7. Wordsworth said,
"The child is father (mother) of the man."
8. Shakespeare said,
"Brevity (gravity) is the soul of wit."
9. Byron said,
"Ah! happy years! (cheers) once more who would not be a boy."
10. Johnson said,
"In the bottle, discontent seeks for comfort, cowardice for courage (completion), and bashfulness for confidence."
11. A Spanish proverb says,
"Go to friends for advice;
To women for pity (parties);
To strangers for charity;
To relatives for nothing."
12. Bailey said,
"The beautiful are never desolate (derelict),
For someone always loves them."
13. Tom Brown said,
"I do not love thee, Doctor Fell.
The reason why, I cannot tell (sell);
But this alone I know full well
I do not love thee, Doctor Fell."
14. Shakespeare said,
"Any man that can write, may answer (announce) a letter."

15. Ovid said,
"There is nothing more fleeting (cheating) than years."
16. Prior said,
"The world agrees
That he writes well who writes with ease." (cheese)
17. Haliburton said,
"By work you get money (honey)
By talk you get knowledge."
18. Young said,
"What ardently we wish (want), we soon believe."
19. Shakespeare said,
"Her voice was ever soft,
Gentle and low (slow); an excellent thing in a woman."
20. Cowper said,
"Variety's the very (only) spice of life,
That gives it all its flavor."
21. Swift said,
"It is a miserable (miserly) thing to live in suspense; it is the life of the spider."
22. La Fontaine said,
"Help yourself and Heaven will help (hurt) you."
23. Virgil said,
"For they can conquer (inquire) who believe they can."
24. Milton said,
"He who reigns within himself, and rules passions, desires (delights), and fears, is more than a king."
25. Colley Cibber said,
"Oh! how many torments lie (live) in the small circle of a wedding ring."

Listening Exercise 6: Minimal Pairs in Sentences

Planned for intermediate and advanced classes

Performance Objectives

The student will listen to and perceive sounds in context, but without context clues.

The student will identify those sounds which are difficult for him to discriminate and apply special effort to master them.

Materials

Teacher's list and correction chart

Student worksheets

Writing pencils and correction pencils

Motivation

Discuss the relationship between pronunciation and sound perception. Point out that today's exercise tests perception of closely related sounds. Give an example: She bought a (fan - van).

Procedure

1. Distribute worksheets. If you wish, go through the minimal pairs, pronouncing them twice.
2. Direct the students to underline their choice of the words in parentheses as they listen to the sentences you read.
3. Read each sentence twice. Allow students time to mark the answers. (25 sentences can be completed and corrected in 25 minutes; remaining time can be spent on drills repeating the minimal pairs.)
4. Correct

Follow-up

Go over the items. Note general and particular difficulties which can be drilled in the pronunciation module.

Note: The following sentences can be used for many lessons by varying the order of the correct responses.

Minimal Pairs in Sentences

- | | |
|--|--|
| 1. The (bear - pair) is in the woods. | 19. Alice is good at (riding - writing). |
| 2. I need a (cab - cap). | 20. Please make your (bed - bet). |
| 3. The (bath - path) is wet. | 21. (Wading - Waiting) is tiresome. |
| 4. He has a (big - pig) pen. | 22. The (net - debt) is binding. |
| 5. Give him a (bill - pill). | 23. Bring me a (pan - pad). |
| 6. (Back - Pack) up now. | 24. (Train - Trade) your animals. |
| 7. Betty will (make - bake) a cake now. | 25. My (life - wife) is sad. |
| 8. (Meet - Beat) them at the races. | 26. Your answer is (long - wrong). |
| 9. He likes (some - sun). | 27. Put it on your (list - wrist). |
| 10. The (wine - vine) is pink. | 28. They were (red - wed). |
| 11. Bill has (won - run) the race already. | 29. The (price - prize) is \$100.00. |
| 12. Jack has (free - three) tickets. | 30. Have you seen the (place - plays)? |
| 13. The boys (fought - thought) a long time. | 31. Everyone wants (peace - peas). |
| 14. (Fat - That) is unhealthy. | 32. Do you like blue (eyes - ice)? |
| 15. The general sent (thanks - tanks). | 33. Did Henry (sock - shock) him? |
| 16. This plate is (thin - tin). | 34. Bob bumped his (shin - chin). |
| 17. I need the (dime - time). | 35. Please give Kirk a (share - chair). |
| 18. The (medal - metal) is gold. | 36. Can you (shop - chop) here? |

37. Brent (chokes - jokes) a lot.
38. The crowd gave him a (jeer - cheer).
39. They sent him to (jail - Yale).
40. The dessert is (yellow - jello).
41. One (year - jeer) bothered him.
42. (Yes - Chess.) I'll play.
43. Don bought a (coat - goat).
44. The metal is (cold - gold).
45. Put the package in the (back - bag).
46. The (ghost - coast) was white.
47. There is the (rack - rag).
48. Put a (tag - tack) on this board.
49. (Feel - Fill) this cup.
50. (Hair - Air) is blowing in my face.
51. (Heat - Eat) your food.
52. (Feel - Fill) the bag.
53. Can she (slip - sleep) on it?
54. The (hill - heel) is high.
55. Ron saw a (ship - sheep).
56. The youngster (bit - beat) him.
57. This (pen - pan) will be fine.
58. There are (ten - tin) soldiers.
59. There was a (lack - lake) of fresh water.
60. Bring your (mate - mat).
61. His (date - debt) is overdue.
62. This is a fine (lead - lad).
63. The (cat - cot) is in the bedroom.
64. A (cap - cop) is in the hall.
65. Jerry needs a (map - mop).
66. Don't move the (hat - hot) rack.
67. Don't take (her - hair) pins.
68. They (were - wear) well.

69. Enjoy the (fun - fan).
70. The children (run - ran) fast.
71. Put water on the (rug - rag).
72. Brian (caught - cut) his hand.
73. It was (done - dawn).
74. (Shoot - Shut) the gate.
75. The (room - rum) is satisfactory.
76. Examine the (school - skull).
77. (Shoe - Show) the horse.
78. The (crew - crow) flew south.
79. It is not (noon - known) yet.
80. He rescued them with a strong (pull - pole).
81. (Look! - Luke!) Step down.
82. Pass the (notes - nuts).
83. Father wants a (lawn - loan).
84. He works in a (low - law) building.
85. They (walk - woke) early.
86. I (saw - sew) skirts.
87. Did you receive the (call - coal)?
88. Chris asked for a (ball - bowl).
89. He was (called - cold) a few minutes ago.
90. Look in the (hall - hole).
91. He (shot - shut) the door.
92. The (cop - cup) is here.
93. Arnold bought a (tie - toy).
94. The (aisle - oil) is slippery.
95. This is a good (buy - boy).
96. She is (mine - mean).
97. They are serving (pies - peas).
98. Get (down - done) quickly.
99. The child (found - phoned) his mother.
100. The (town - tone) is pleasant.

Listening Exercise 7: Homonyms in Context

Planned for intermediate and advanced classes

Performance Objectives

The student will review homonyms, their definitions and spellings.

The student will listen to sentences containing homonyms and comprehend their meanings in context to select the correct spelling.

Materials

Teacher's list of sentences and correction chart or tape and tape player

Student worksheets

Writing pencils and correction pencils

Motivation

T: In English, many words have the same sound, but they are spelled differently and have different meanings. An example is "week" meaning seven days and "weak" meaning not strong. Can you tell me what such words are called?

S: Homonyms (Write on board. Elicit more examples from students.)

T: Today you must listen carefully to the sentences. If you understand what you hear, you will be able to select the right homonym. We will review their meanings before we do the exercise.

Procedure

1. Distribute the worksheets containing the list of homonyms. Read them and discuss the meanings.
2. Read the sentences using one or two repetitions, according to class level. Direct students to circle the correct word.
3. Correct using correction chart or chalkboard.

Homonyms In Context

Teacher's List

1. We will *alter* our plans if it rains.
2. The bride walked gracefully down the *aisle*.
3. My *aunt* lives in Detroit.
4. The maple trees were *bare* in winter.
5. Dan was *bored* with the lecture.
6. Step on the *brake*.
7. A fly was on the *ceiling*.
8. The *cellar* is below the ground level.
9. Mary *sent* Betty a present.
10. The *scent* of burning wood filled the air.
11. Do you watch *serials* on television?
12. The cat sharpened her *claws*.
13. The water in the *creek* was muddy.
14. Kathy *died* her shoes blue.
15. They fought a *fair* fight.
16. The recipe called for 2 cups of *flour*.
17. Bob heard the wounded man *groan*.
18. The bruised knee will *heal* in a week.
19. A *herd* of cattle roamed the prairie.
20. Randy dug a *hole* in the ground.
21. Jack *knew* the history lesson well.
22. Elmer tied a *knot* in the rope.
23. Six white horses *led* the parade.
24. The *maid* cleaned the apartment.
25. *Mail* is delivered daily except Sunday.
26. Jane, I'd like you to *meet* Harry.
27. *Minors* are not allowed in cocktail lounges.
28. In medieval times, *knights* were noblemen.
29. Our team *won* the tournament.
30. Bring me a *pail* of water.
31. Rain hit the window *pane*.
32. She ate a juicy yellow *pear* for dessert.
33. Did you want a *plain* or an iced donut?
34. The burglar *pried* open the window.
35. The *principal's* office is on the first floor.
36. Rome burned during the *reign* of Nero.
37. The building was *razed* by fire.
38. Put the *reel* of film on the projector.
39. *Wring* out the wet towel in the sink.
40. Two men *rowed* the boat.
41. Four *rows* of chairs are in the auditorium.
42. The boat will *sail* down the coast.
43. There was a disturbingly violent *scene* in the movie.
44. The *seam* of the shirt was not properly sewn.
45. The *sum* total of your purchases is \$156.55.
46. Use white *stationery* for a formal letter.
47. The miners wore *steel* helmets.
48. Don't *waste* gasoline by driving at such a high speed.
49. The flashlight *shone* brightly.
50. Four apples *weigh* a pound.

Homonyms

Students' list

1. alter - altar
2. aisle - isle
3. ant - aunt
4. bare - bear
5. board - bored
6. break - brake
7. ceiling - sealing
8. cellar - seller
9. cent - sent - scent
10. cent - sent - scent
11. cereals - serials
12. claws - clause
13. creak - creek
14. dyed - died
15. fare - fair
16. flower - flour
17. groan - grown
18. heel - heal
19. herd - heard
20. hole - whole
21. knew - new
22. knot - not
23. lead - led
24. maid - made
25. Mail - Male
26. meet - meat
27. Miners - Minors
28. knights - nights
29. one - won
30. pail - pale
31. pain - pane
32. pear - pair
33. plain - plane
34. pried - pride
35. principles - principal's
36. reign - rain
37. razed - raised
38. real - reel
39. Wring - Ring
40. rode - rowed
41. rows - rose
42. sale - sail
43. scene - seen
44. seem - seam
45. some - sum
46. stationery - stationary
47. steal - steel
48. waste - waist
49. shone - shown
50. weigh - way

Listening Exercise 2: Proverbs

Planned for advanced classes

Performance Objectives

The student will perceive and separate from context the last three words in each utterance and write them correctly or phonetically.

The student will understand that articles, contractions, and compound words have a single value.

Materials

Teacher's list and correction chart

Tape and tape player

Paper folded in thirds lengthwise to form three columns

Writing pencils and correction pencils

Optional: Duplicated copies of the proverbs

Motivation

T: Every country has famous wise sayings to fit certain situations. For instance, you may have heard the saying which possibly fits your circumstances, "Absence makes the heart grow fonder." What does this saying mean?

But how about the saying, "Out of sight, out of mind."?

Students and teacher discuss contradiction.

T: Such short, popular sayings are called proverbs. They originated many years ago, some even in ancient times. Usually their origin is not known, but sometimes it is. They voice a commonplace truth or bit of wisdom.

Today you are going to hear twenty proverbs. Later we will discuss their meanings and you can tell me if you have similar sayings in your countries.

Procedure

1. Illustrate and direct students to fold ruled paper into thirds.
2. Directions: You will hear a list of twenty proverbs. I will read each proverb twice. Then I will pause long enough for you to write the last three words I say.
3. Keep in mind that little words such as a, of, and the count as one value. Contractions such as it's or he'll count as one value. Compound words such as housekeeper or tablespoon count as one value.
4. If the word is new to you, spell it phonetically.
5. Example: "No fool like an old fool." Which words would you write? an old fool
If a proverb has only three words in it, write all three.

6. Dictate the list twice. Pause 12 to 20 seconds, depending on the length of the words. Circulate to ascertain that all understand.
7. Correct with the correction chart or by distributing copies of the proverbs to the students. Consider the word correct if it is spelled phonetically, but point out the correct spelling.
8. Score number correct out of 60. Always express score in a positive manner as number correct to foster a positive self-image of achievement.

Follow-up

How many had difficulty perceiving the little words?

What would you consider the greatest difficulty in this exercise?

Let's discuss some of these proverbs.

Tell me some famous proverbs of your country.

Determine need for repeating similar exercises or need for repeating utterances more times.

Proverbs

- | | |
|--|---|
| 1. Haste makes waste. | 16. A whistling girl and a crowing hen never come to any good end. |
| 2. Practice makes perfect. | 17. An ape's an ape, a varlet's a varlet
Though they be clad in silk and scarlet. |
| 3. Turnabout is fair play. | 18. He that gets money before he gets wit,
Will be but a short while master of it. |
| 4. Easy come, easy go. | 19. When about to put your words in ink,
'Twill do no harm to stop and think. |
| 5. Actions speak louder than words. | 20. For want of a nail, the shoe was lost;
for want of a shoe, the horse was lost;
for want of a horse, the man was lost.
(Franklin) |
| 6. Beggars must not be choosers. | |
| 7. Brevity is the soul of wit. | |
| 8. Too many cooks spoil the broth. | |
| 9. An idle brain is the devil's workshop. | |
| 10. A friend in need is a friend indeed. | |
| 11. Who the daughter would win, with mamma must begin. | |
| 12. A wise man changes his mind, but a fool never. | |
| 13. As you make your bed, so must you lie on it. | |
| 14. The best physicians are Dr. Diet, Dr. Quiet, and Dr. Merryman. | |
| 15. It ought to be a good tale that is twice told. | |

Listening Exercise 9: Where Would You Hear This?

Planned for advanced classes

Performance Objectives

The student will understand key words and relate the vocabulary spoken in context to a specific place.

The student will assess clues and make judgments.

The student will review words of place.

Materials

Teacher's list; tape and tape player

Duplicated list of places and answer sheets for students

Writing pencils and correction pencils

Motivation

T: Certain words or expressions are used in certain places. We need to know these word clues that indicate the meaning clearly so that we can use them and understand them effectively.

Today's exercise tests how well you can relate the sentence or expression to the appropriate place.

For example, the sentence, "Your flight leaves in 15 minutes." uses the word "flight" as a clue that it is spoken at the airport.

Procedure

1. Distribute the list of places and go over each one, letting the students describe their main function.
2. Direct students to listen carefully as you make a statement (1 or 2 times depending on the level of the class). They must decide where it takes place and write the place in the space provided. Some places occur more than once.
3. Correct, rereading the statements and letting students identify the key word clues.

Where Would You Hear This?

Teacher's Copy and Key

- | | |
|--|----------------------------|
| 1. If you're finished with the menu, I'll take your order. | restaurant |
| 2. We're driving at 5000 feet above sea level. Look at that valley below. | mountains |
| 3. The last performance begins at 8:30. The actors will sign autographs afterwards. | theater |
| 4. I'll take a loaf of white and a loaf of wheat, sliced thin, please. | bakery |
| 5. The X-rays show nothing serious, but I'll prescribe some medicine to relieve the headaches. | doctor's office |
| 6. Look in the stacks to your right under "Fiction." | library |
| 7. Mr. Hill is in the intensive care unit. His condition is serious. | hospital |
| 8. All aboard! | railroad station |
| 9. Five air mail stamps, please. | post office |
| 10. Just a trim. Leave the sideburns long. | barber shop |
| 11. All ashore who's going ashore! | ship |
| 12. Let's go on the swings and the slide. | park |
| 13. I'd like a shampoo and set, please. | beauty shop |
| 14. Fill 'er up. | gas station |
| 15. Let's ride on the roller coaster. | amusement park |
| 16. I'd like a pair of black boots, size 11. | shoe store |
| 17. Give me three pounds of stewing beef, please. | butcher shop |
| 18. Can you direct me to the maternity ward? | hospital |
| 19. Three strikes! You're out! | baseball field |
| 20. I'll have a chocolate soda. Put whipped cream on top, please. | ice cream parlor |
| 21. I'd like a bunch of carrots, a head of lettuce, and 2 onions. | vegetable or produce stand |
| 22. 8 - 9 - 10, he's out! And tonight we have a new heavyweight champion of the world. | boxing matches |
| 23. Give it a tune-up and a lube job. | garage |
| 24. I'd like to withdraw \$150.00. | bank |
| 25. Give me 5 gallons of lemon yellow enamel, 1 wide brush, and a roller. | paint store |

Part 2

- | | |
|---|-----------------------------|
| 26. I'd like a double room with bath for two nights. | motel or hotel |
| 27. Send this package first class and insure it for \$50.00. | post office |
| 28. Can you show me a used model, nine-passenger station wagon? | used car lot |
| 29. This collection is from Picasso's blue period. | art museum |
| 30. "Don't feed the crocodiles!" the sign says. | zoo |
| 31. John will love this new folk-song album. | record shop |
| 32. I want to deposit \$50.00 in my savings account. | bank or savings institution |
| 33. As soon as your incision heals, you can go home. | hospital |
| 34. I need a pound of 2-inch nails and 5 sheets of coarse sandpaper. | hardware store |
| 35. We'd like to look at a dining room set. | furniture store |
| 36. Give me a pound of salami sliced, a quart of potato salad, and 2 dill pickles. | delicatessen |
| 37. I got a strike in the first frame, and a split in the second. I'll never be able to get those 2 pins. | bowling alley |
| 38. I want one roll developed—12 jumbo glossy prints. And give me a new roll of color instamatic, please. | photo supply shop |
| 39. It will take about 15 minutes to fill this prescription. | drug store |
| 40. Worship services are on Sunday at 10:00 and at 12:00. | church |
| 41. We carry a complete line of tropical fish and bird supplies. | pet shop |
| 42. Officer, I want to report that my car has been stolen. | police station |
| 43. And it's a touchdown! | football stadium |
| 44. This is an exquisite ring with 3 diamonds in a gold setting. | jewelry store |
| 45. I want to price an electric guitar. | music shop |
| 46. These glasses are not strong enough for me. I think I need another examination and a new pair. | optometrist's office |
| 47. Read chapters 11 and 12 in your history book by Wednesday. | school |
| 48. What do you charge for new soles and heels? | shoe repair shop |
| 49. Can you show me some black leather gloves in size 7, please. | department store |
| 50. They're having a big sale on clothing, housewares, and luggage. | department store |

Where Would You Hear This? Part 1

Student worksheet

- | | |
|-----------|----------------------------|
| 1. _____ | vegetable or produce stand |
| 2. _____ | ice cream parlor |
| 3. _____ | bakery |
| 4. _____ | paint store |
| 5. _____ | railroad station |
| 6. _____ | restaurant |
| 7. _____ | bank |
| 8. _____ | hospital |
| 9. _____ | mountains |
| 10. _____ | butcher shop |
| 11. _____ | baseball field |
| 12. _____ | theater |
| 13. _____ | garage |
| 14. _____ | doctor's office |
| 15. _____ | post office |
| 16. _____ | library |
| 17. _____ | barber shop |
| 18. _____ | boxing matches |
| 19. _____ | park |
| 20. _____ | beauty shop |
| 21. _____ | ship |
| 22. _____ | amusement park |
| 23. _____ | shoe store |
| 24. _____ | gas station |
| 25. _____ | |

Where Would You Hear This? Part 2

- | | |
|-----------|-----------------------------|
| 26. _____ | art museum |
| 27. _____ | bank or savings institution |
| 28. _____ | bowling alley |
| 29. _____ | church |
| 30. _____ | department store |
| 31. _____ | furniture store |
| 32. _____ | hospital |
| 33. _____ | hardware store |
| 34. _____ | drugstore |
| 35. _____ | delicatessen |
| 36. _____ | jewelry store |
| 37. _____ | motel or hotel |
| 38. _____ | music shop |
| 39. _____ | optometrist's office |
| 40. _____ | post office |
| 41. _____ | photo supply shop |
| 42. _____ | pet shop |
| 43. _____ | police station |
| 44. _____ | football stadium |
| 45. _____ | record shop |
| 46. _____ | school |
| 47. _____ | shoe repair shop |
| 48. _____ | used car lot |
| 49. _____ | zoo |
| 50. _____ | |

Listening Exercise 10: Whom Do You Need If...

Planned for intermediate and advanced classes

Performance Objectives

The student will comprehend spoken contrived needs and form a conclusion.

The student will relate services and functions to occupations, responding to spoken English automatically.

The student will review the meanings of occupation words.

Materials

Teacher's list; tape and tape player

Duplicated answer sheets with selection list for students

Telephone Directory Yellow Pages

Writing pencils and correction pencils

Motivation

Hold up a copy of the Yellow Pages.

T: What kind of book is this? What is it used for? How are the listings organized in this book?

If you need a service, you can look it up under occupational title. Today you need to listen for clues, think, and form a conclusion.

Present some examples from the Yellow Pages.

Procedure

1. Distribute the list of selections.
2. Discuss the words in the list.
3. Play the tape or read the clues, once or twice. Direct students to write their answers on the lines provided.
4. Correct. Discuss key words.
5. Discuss other occupational titles which perform the same service: doctor - physician; minister - judge, etc.

Whom Do You Need If...

Teacher's Copy and Key

- | | |
|--|---------------------|
| 1. Your sink won't drain. | plumber |
| 2. You have severe chest pains. | physician |
| 3. You are drowning. | lifeguard |
| 4. You want a robbery investigated. | policeman |
| 5. Your house is on fire. | fireman |
| 6. You need some help to find a reference book. | librarian |
| 7. You want to buy a roast, rolled and tied. | butcher |
| 8. You want a wedding cake. | baker |
| 9. You need to borrow \$10,000.00. | banker |
| 10. You want to place a collect call to Chicago. | telephone operator |
| 11. You have a toothache. | dentist |
| 12. You want a haircut. | barber |
| 13. You are waiting for a letter. | mailman or postman |
| 14. You want your lawn mowed. | gardener |
| 15. You want to get married. | minister; judge |
| 16. Your new house needs wiring. | electrician |
| 17. You lost your car keys. | locksmith |
| 18. You want to buy a diamond ring. | jeweler |
| 19. You want the daily paper delivered to your home. | newsboy |
| 20. You want to learn to speak Russian. | teacher |
| 21. Your dog is sick. | veterinarian |
| 22. You want a house built. | building contractor |
| 23. You need legal advice. | lawyer |
| 24. You want to charter a plane. | pilot |
| 25. You need your suit altered. | tailor |

Whom Do You Need If...

Student Worksheet

- | | |
|-----------|---------------------|
| 1. _____ | barber |
| 2. _____ | banker |
| 3. _____ | baker |
| 4. _____ | butcher |
| 5. _____ | building contractor |
| 6. _____ | dentist |
| 7. _____ | electrician |
| 8. _____ | fireman |
| 9. _____ | gardener |
| 10. _____ | jeweler |
| 11. _____ | lawyer |
| 12. _____ | librarian |
| 13. _____ | locksmith |
| 14. _____ | lifeguard |
| 15. _____ | minister; judge |
| 16. _____ | newsboy |
| 17. _____ | physician |
| 18. _____ | plumber |
| 19. _____ | mailman; postman |
| 20. _____ | policeman |
| 21. _____ | pilot |
| 22. _____ | telephone operator |
| 23. _____ | teacher |
| 24. _____ | tailor |
| 25. _____ | veterinarian |

Listening Exercise 11: Interrogatives

Planned for intermediate and advanced classes

Performance Objectives

The student will listen to 40 questions and comprehend their meanings sufficiently to select the correct responses.

The student will review interrogative words and phrases.

Materials

Teacher's list; tape and tape player

Students' worksheets

Writing pencils and correction pencils

Motivation

Discuss the situations in which questions arise, their frequency, and the necessity of giving an appropriate response.

Discuss interrogative words and intonation.

Give an example of a question with a ridiculous response and then let students give an appropriate response.

Procedure

1. Distribute worksheets. Direct students to underline the correct responses to the questions they hear on the tape. They will need to listen carefully to clues.
2. Ask questions or play the tape. Allow about 20 seconds for students to read choices silently and answer.
3. Reread the questions as you correct.

Follow-up

Let students write questions for class activity of asking and answering.

Interrogatives

Teacher List and Key

1. When did Jack come here?
A. By car
C. *At 8:00*
B. Tomorrow
D. Yes
2. How did he get here?
A. Early
C. No
B. *By taxi*
D. At 7:30
3. Where did you buy it?
A. Yesterday
C. *At the market*
B. I like it.
D. Today
4. When will the shipment arrive?
A. *Saturday*
C. Because it is overdue
B. Last month
D. At the railroad station
5. Why is Shirley running?
A. To the bus
C. At the drugstore
B. *Because she's late*
D. Last night
6. Who made the salad?
A. *I did.*
C. On Thursday
B. At Jane's house
D. Lettuce and celery
7. What would you like?
A. In the yard
C. I think you're nice.
B. Because I'm happy
D. *A glass of milk*
8. Where does Carlos come from?
A. Pleasant
C. 6:00
B. *Spain*
D. In the box
9. How many students are in your class?
A. Boys and girls
C. 25
B. High school
D. All kinds
10. How is your wife?
A. *She's fine.*
C. She is American.
B. She's 26.
D. She plays tennis.
11. What kind of cake do you want?
A. Roast beef
C. *Chocolate*
B. Maybe
D. Two
12. Will Arthur play the piano?
A. At the theater
C. Loud and fast
B. *He might.*
D. Soft and sweet

13. Why was Joan crying?
 A. *Because she was sad*
 C. At school
 B. Tears
 D. Every night
14. Did you have to leave?
 A. Early
 C. To Jim's house
 B. Yes
 D. Tomorrow
15. Whom are you calling, please?
 A. Thank you.
 C. *Mr. Bowman*
 B. In the street
 D. On the phone
16. Whose shoes are wet?
 A. *Bob's*
 C. Cold
 B. In the mud
 D. Dry them
17. How are you feeling today?
 A. Purple
 C. *Very sick*
 B. Working
 D. Laughing
18. Where can I borrow the book?
 A. Of course
 C. Keep it clean.
 B. For 2 weeks
 D. *At the library*
19. How long is the ladder?
 A. *6 feet*
 C. Boring
 B. 3 hours
 D. Very strong
20. How long is the book?
 A. 4 yards
 C. Dull
 B. Interesting
 D. *256 pages*
21. How tall are you?
 A. 3 inches
 C. 140 lb.
 B. *5 ft. 5 in.*
 D. Thin
22. How much rice do you want?
 A. *A lot*
 C. Light and fluffy
 B. 2 pieces
 D. No, thank you.
23. How many bananas are there?
 A. 3 pieces
 C. Medium
 B. *Seven*
 D. Yellow
24. Was the flight on time?
 A. *No.*
 C. The jet
 B. At the airport
 D. Next week
25. How fast does it go?
 A. It sleeps.
 C. *60 miles per hour*
 B. At night
 D. 6 weeks
26. How late was the train?
 A. Denver
 C. At the station
 B. *2 hours*
 D. Yes

27. How often are the meetings?
 A. Yesterday
 C. *Once a month*
 B. At school
 D. No
28. How hard was the test?
 A. *It was easy.*
 C. In history
 B. There were 30 questions.
 D. In class
29. Where will you travel?
 A. By train
 C. Fast
 B. 50 miles
 D. *Around the world*
30. Is the radio on?
 A. Station KNX
 C. *Yes*
 B. In the bedroom
 D. Very loud
31. What kind of car do you drive?
 A. 40 miles
 C. On the highway
 B. *Chevrolet*
 D. Yes
32. Does Jack have a girlfriend?
 A. Linda
 C. To the show
 B. *Yes, he has.*
 D. She is pretty.
33. Have you finished your homework?
 A. *Not yet*
 C. The teacher
 B. 3 hours
 D. At the office
34. Whom did you invite to dinner?
 A. At the restaurant
 C. *Mr. and Mrs. Jones*
 B. Set the table.
 D. By telephone
35. Do the Johnsons play bridge?
 A. In Brooklyn
 C. They drove.
 B. The Golden Gate
 D. *Yes, very well.*
36. Am I on time for the show?
 A. To the theater
 C. *Yes, you are.*
 B. Buy the tickets.
 D. At 7:45
37. Are you going swimming?
 A. *Yes, we are.*
 C. By car
 B. At the beach
 D. Bathing suits
38. Shall we take the bus?
 A. Yes, I will.
 C. At the corner
 B. *No, let's walk.*
 D. It takes 20 minutes.
39. Have Tom and Jack enrolled in the class?
 A. No, they weren't.
 C. *No, they haven't.*
 B. Yes, he will.
 D. The English class.
40. Is Don going to pitch on Saturday?
 A. *Yes, he is.*
 C. At the baseball game.
 B. No, we won't.
 D. No, he didn't.

Interrogatives, Part 1

Student Worksheet

1. A. By car
B. Tomorrow
C. At 8:00
D. Yes
2. A. Early
B. By taxi
C. No
D. At 7:30
3. A. Yesterday
B. I like it.
C. At the market
D. Today
4. A. Saturday
B. Last month
C. Because it is overdue
D. At the railroad station
5. A. To the bus
B. Because she's late
C. At the drugstore
D. Last night
6. A. I did.
B. At Jane's house
C. On Thursday
D. Lettuce and celery
7. A. In the yard
B. Because I'm happy
C. I think you're nice.
D. A glass of milk
8. A. Pleasant
B. Spain
C. 6:00
D. In the box
9. A. Boys and girls
B. High school
C. 25
D. All kinds
10. A. She's fine.
B. She's 26.
C. She is American.
D. She plays tennis.
11. A. Roast Beef
B. Maybe
C. Chocolate
D. Two
12. A. At the theater
B. He might.
C. Loud and fast
D. Soft and sweet
13. A. Because she was sad
B. Tears
C. At school
D. Every night
14. A. Early
B. Yes
C. To Jim's house
D. Tomorrow
15. A. Thank you.
B. In the street
C. Mr. Bowman
D. On the phone
16. A. Bob's
B. In the mud
C. Cold
D. Dry them.
17. A. Purple
B. Working
C. Very sick
D. Laughing
18. A. Of course
B. For 2 weeks
C. Keep it clean.
D. At the library
19. A. 6 feet
B. 3 hours
C. Boring
D. Very strong
20. A. 4 yards
B. Interesting
C. Dull
D. 256 pages

Interrogatives, Part 2

21. A. 3 inches
B. 5 ft. 5 in.
C. 140 lb.
D. Thin
22. A. A lot
B. 2 pieces
C. Light and fluffy
D. No, thank you.
23. A. 3 pieces
B. Seven
C. Medium
D. Yellow
24. A. No.
B. At the airport
C. The jet
D. Next week
25. A. It sleeps
B. At night
C. 60 miles per hour
D. 6 weeks
26. A. Denver
B. 2 hours
C. At the station
D. Yes
27. A. Yesterday
B. At school
C. Once a month
D. No
28. A. It was easy.
B. There were 30 questions.
C. In history
D. In class
29. A. By train
B. 50 miles
C. Fast
D. Around the world
30. A. Station KNX
B. In the bedroom
C. Yes
D. Very loud
31. A. 40 miles
B. Chevrolet
C. On the highway
D. Yes
32. A. Linda
B. Yes, he has.
C. To the show
D. She is pretty.
33. A. Not yet
B. 3 hours
C. The teacher
D. At the office
34. A. At the restaurant
B. Set the table.
C. Mr. and Mrs. Jones
D. By telephone
35. A. In Brooklyn
B. The Golden Gate
C. They drove.
D. Yes, very well.
36. A. To the theater
B. Buy the tickets.
C. Yes, you are.
D. At 7:45
37. A. Yes, we are.
B. At the beach
C. By car
D. Bathing suits
38. A. Yes, I will.
B. No, let's walk.
C. At the corner
D. It takes 20 minutes.
39. A. No, they weren't.
B. Yes, he will.
C. No, they haven't.
D. The English class
40. A. Yes, he is.
B. No, we won't.
C. At the baseball game
D. No, he didn't.

Listening Exercise 12: Conversations with Idioms

Planned for advanced classes

Performance Objectives

The student will listen to conversations and answer questions which test his comprehension.

The student will implement learning from the idioms module.

The student will weigh choices and make decisions.

Materials

Tape and tape player; teacher's copy of conversations

Students' worksheets

Writing pencils and correction pencils

Motivation

Discuss the study of idioms and the frequency with which they occur in English.

T: Today you will hear 25 conversations. Each conversation contains an idiom which determines the meaning of the dialogue. Listen carefully as you hear the conversation one time.

Procedure

1. Distribute worksheets. Examine for understanding of the choices.
2. Direct students to draw a line under the correct answer.
3. Play the tape. Allow 20 seconds for students to read and answer.
4. Reread or replay the conversations as you correct.

Conversations with Idioms

Teacher's Copy and Key

1. Woman 1 Hello, Mrs. Dugan. This is Miss Bentley, the secretary at North High School. Has Bill gotten over his cold yet?
Woman 2 No, he's still under the weather.
Voice 3 How is Bill today?
A. On his way to school
B. It's raining.
C. Sick
2. Woman 1 Which blouse did you pick out?
Woman 2 The green one. It's the most becoming to me.
Voice 3 What is the woman doing?
A. Buying apples
B. Buying clothes
C. Shoveling dirt

3. Man 1 This is a good location, and the rent is reasonable.
Man 2 It looks suitable, but I'd like to talk it over with my wife.
Voice 3 What is the man doing?
A. Buying a shirt
B. Shopping for shoes
C. Looking for an apartment
4. Voice 1 Look out for the car!
Voice 2 Gosh, I didn't even see it.
Voice 3 What was the person doing?
A. Buying a car
B. Crossing the street
C. Looking out the window
5. Man Nurse, call off my appointments for this morning.
There is an emergency.
Woman Yes, doctor.
Voice 3 What is the nurse supposed to do?
A. Tell the doctor his appointments
B. Go to the hospital
C. Cancel the doctor's appointments
6. Man 1 Waiter, a roast beef sandwich, please. Leave out the mayonnaise.
Man 2 Certainly, sir.
Voice 3 What does the man want?
A. No mayonnaise
B. To leave right away
C. A lot of mayonnaise
7. Man 1 It's a big job, but we're counting on you to help us, Jack.
Man 2 I'll be glad to.
A. Jack is going to count the people.
B. Jack is being depended upon.
C. Jack refused to help.
8. Voice 1 Hello, operator, I've been trying to reach 576-0801 for an hour. Can you help me?
Voice 2 I'm sorry, that line is out of order.
A. The telephone is on order.
B. The telephone is busy.
C. The telephone is not in working condition.
9. Voice 1 You had better leave soon. It's 1:30.
Voice 2 Yes, I'll have to if I want a good seat.
Voice 3 Where is the person probably going?
A. To the stadium
B. Bicycling
C. Shopping

10. Voice 1 Are you going to the meeting tonight?
Voice 2 No, the chairman put it off until next week.
A. The meeting is on time.
B. They are meeting at a different place.
C. *They are meeting on a different night.*
11. Woman Shall I stop reading now, Mr. Carlson?
Man No, Mary, please go on.
A. He wants Mary to leave now.
B. *He wants Mary to continue reading.*
C. He wants Mary to stop.
12. Boy Mom, my shoes are worn out.
Woman Already! We just bought them two months ago.
A. *The shoes are useless from wear.*
B. The boy wore the shoes outside.
C. The boy wants to play outside.
13. Voice 1 Why did you leave Alaska?
Voice 2 I couldn't get used to the cold climate.
A. *The person couldn't get accustomed to the cold temperatures.*
B. The person formerly liked cold weather.
C. The person wanted to get back to Alaska.
14. Voice 1 Who is in charge of the dance Saturday night?
Voice 2 Mr. Hill and his senior class.
Voice 3 What does the person want to know?
A. How much the dance will cost
B. *Who is responsible for the dance*
C. When the dance will take place
15. Voice 1 How did you make out on the math test?
Voice 2 Not so well. I missed six.
A. The student wants a math test.
B. *The student did poorly on a math test.*
C. The student left school early.
16. Voice 1 Who keeps house for the old widower?
Voice 2 His sister.
A. His sister owns the house.
B. The man owns the sister.
C. *The sister does the cooking and cleaning.*
17. Voice 1 Robert, you're home early.
Man Yes, we made good time on the freeway.
A. Robert had fun.
B. *Robert traveled rapidly.*
C. Robert is going to have a party.

18. Voice 1 Have you heard from Rosemary?
Voice 2 No, not yet, but she said she would keep in touch with us.
A. *Rosemary hasn't communicated with them yet.*
B. Rosemary will touch her friends.
C. Rosemary can't hear.
19. Voice 1 I got all mixed up on the spelling test.
Voice 2 Me, too. Miss Lane talks too fast.
A. They are making a cake.
B. *They became confused.*
C. Miss Lane is mixing drinks.
20. Voice 1 Why doesn't Ernest take part in the discussions?
Voice 2 He's very shy.
A. Ernest won't accept gifts.
B. Ernest takes motors apart.
C. *Ernest doesn't participate.*
21. Voice 1 Are you ready for the meeting tonight?
Man Yes, I know my speech by heart.
A. *He has memorized the speech.*
B. He speaks sincerely.
C. His heart aches.
22. Voice 1 Do you have enough money to buy that car?
Man Yes, little by little, I've saved enough.
A. The man has only a little money.
B. The man can't buy the car.
C. *The man saved the money gradually.*
23. Voice 1 Can you take a vacation next month?
Man It's out of the question.
A. *It is impossible for him to take a vacation.*
B. He doesn't want to be asked questions.
C. Of course he can.
24. Voice 1 How many idioms have you studied so far?
Voice 2 About 60, I think.
A. The student has traveled far to study idioms.
B. *The student studied 60 idioms to the present time.*
C. The student comes a long distance.
25. Woman 1 Why is Bobby making so much noise?
Woman 2 He's making believe he's an airplane pilot.
A. Bobby is an airplane pilot.
B. Bobby is a teacher.
C. *Bobby is a little boy.*

Conversations with Idioms

Student Worksheet

1. A. On his way to school
B. It's raining.
C. Sick
2. A. Buying apples
B. Buying clothes
C. Shoveling dirt
3. A. Buying a shirt
B. Shopping for shoes
C. Looking for an apartment
4. A. Buying a car
B. Crossing the street
C. Looking out the window
5. A. Tell the doctor his appointments
B. Go to the hospital
C. Cancel the doctor's appointments
6. A. No mayonnaise
B. To leave right away
C. A lot of mayonnaise
7. A. Jack is going to count the people.
B. Jack is being depended upon.
C. Jack refused to help.
8. A. The telephone is on order.
B. The telephone is busy.
C. The telephone is not in working condition.
9. A. To the stadium
B. Bicycling
C. Shopping
10. A. The meeting is on time.
B. They are meeting at a different place.
C. They are meeting on a different night.
11. A. He wants Mary to leave now.
B. He wants Mary to continue reading.
C. He wants Mary to stop.
12. A. The shoes are useless from wear.
B. The boy wore the shoes outside.
C. The boy wants to play outside.

13. A. The person couldn't get accustomed to the cold temperatures.
B. The person formerly liked cold weather.
C. The person wanted to get back to Alaska.
14. A. How much the dance will cost
B. Who is responsible for the dance
C. When the dance will take place
15. A. The student wants a math test.
B. The student did poorly on a math test.
C. The student left school early.
16. A. His sister owns the house.
B. The man owns the sister.
C. The sister does the cooking and cleaning.
17. A. Robert had fun.
B. Robert traveled rapidly.
C. Robert is going to have a party.
18. A. Rosemary hasn't communicated with them yet.
B. Rosemary will touch her friends.
C. Rosemary can't hear.
19. A. They are making a cake.
B. They became confused.
C. Miss Lane is mixing drinks.
20. A. Ernest won't accept gifts.
B. Ernest takes motors apart.
C. Ernest doesn't participate.
21. A. He has memorized the speech.
B. He speaks sincerely.
C. His heart aches.
22. A. The man has only a little money.
B. The man can't buy the car.
C. The man saved the money gradually.
23. A. It is impossible for him to take a vacation.
B. He doesn't want to be asked questions.
C. Of course he can.
24. A. The student has traveled far to study idioms.
B. The student studied 60 idioms to the present time.
C. The student comes a long distance.
25. A. Bobby is an airplane pilot.
B. Bobby is a teacher.
C. Bobby is a little boy.

Listening Exercise 13: Descriptions and Riddles

Planned for advanced classes

Performance Objectives

The student will listen to 25 short descriptions or riddles, weigh the clues, and guess the item described.

The student will extend his vocabulary of description.

The student will think in English.

Materials

Tape, tape player, and teacher's list

Paper folded in half lengthwise and numbered to 25 or a list of the answers in scrambled order to make the exercise easier

Writing pencils, correction pencils

Motivation

T: What is black and white and read all over?

S: A newspaper.

Discuss riddles, thinking through homonyms such as "read" and "red." Point out the trickiness of the wording and the fun of figuring them out. Relate riddles to descriptions.

Explain that students will encounter simple descriptions and riddles.

Procedure

1. Explain that the students will hear a description or a riddle. They are to guess the item or items and write the names on their answer sheets. Use the scrambled list if they have one.
2. Play the tape, allowing sufficient time to think, to guess, and to write.
3. Correct, rereading the questions.

Follow-up

Students make up descriptions, read them aloud, and call on classmates for responses.

Descriptions and Riddles

Teacher's Utterances and Key

- | | |
|---|----------|
| 1. It's nice for your head;
It sets on your bed. | a pillow |
| 2. With the flip of a switch
It gives you light.
It transforms a room
From dark to bright. | a lamp |

- | | |
|--|------------------------|
| 3. They are cubic and rectangular.
They come in white or in colors.
They belong in the kitchen.
One is for preparing food.
The other is for preserving food. | stove and refrigerator |
| 4. It comes in many shapes and sizes.
It is usually made of metal.
It is used as a sound signal. | a bell |
| 5. It runs without feet.
It is necessary for life.
It can be liquid, solid, or gas. | water |
| 6. It is usually white, but sometimes brown. It is oval and fragile,
although it has a hard shell. | an egg |
| 7. It has a tongue.
It has a sole.
Repair it if it gets a hole. | a shoe |
| 8. They will go up.
They will go down.
In the rain, they're all over town. | umbrellas |
| 9. It is about 6 to 8 inches in diameter.
The shell is hard and brown.
The inside is edible.
It grows in the tropics on tall trees. | a coconut |
| 10. It is a small, open, bowl-shaped vessel to hold liquids. It usually has a
handle. | a cup |
| 11. It can fill a room, but you can't pick it up. It stings your eyes and causes
you to choke. | smoke |
| 12. You part with it easily, day and night.
It has teeth, but doesn't bite. | a comb |
| 13. It's round like a pencil.
It's white on the outside,
Brown on the inside.
It burns slowly. | a cigarette |
| 14. Its hours are numbered.
Its hands go around.
It tells you something
In a very soft sound. | clock or watch |
| 15. It's yellow and peels.
It's tasty for snacks and meals. | a banana |
| 16. They go long distances
Without ever moving.
They are made of wood and metal.
They connect cities. | railroad tracks |

- | | |
|---|-----------------|
| 17. It goes in straight,
But comes out wrinkled.
It exercises your jaws. | chewing gum |
| 18. It's round; it's flat;
It spins, it entertains. | a record |
| 19. It's so strong, it can make you cry.
It's great for soup, but not for pie. | an onion |
| 20. It has one eye, but cannot see.
It's a fine, sharp sewing instrument. | a needle |
| 21. It has arms and legs, but no head. | a chair |
| 22. It's a cutting instrument made of metal.
It is often called a pair. | a scissors |
| 23. It is bought by the yard,
And worn by the feet. | a carpet or rug |
| 24. It is small, flat, and rectangular.
It is delivered to your house.
It may bring good news or bad. | a letter |
| 25. It is a kitchen utensil.
It has prongs used for piercing and holding food. | a fork |

Listening Exercise 14: Math Review

Planned for intermediate and advanced classes

Performance Objectives

The student will recognize spoken numbers and terms and identify them correctly.

The student will review and discuss common American measures.

Materials

Tape and tape player; teacher's list of utterances; correction chart

Students' worksheets

Writing pencils and correction pencils

Motivation

Discuss usefulness of math and its terms and the adjustment for immigrants to the differences.

Discuss likenesses and differences in systems of computation and measurement.

Procedure

1. Distribute worksheets. Allow time for students to look them over and ask questions.
2. Play the tape or read the utterances and allow time to answer.

3. Correct, repeating each question again and allowing time for extension and discussion.

Follow-up

Let students offer examples of their math needs.

Present a glossary of terms which students can copy.

Math Review

Teacher's Utterances

1. thirty-four
2. one hundred eleven
3. six hundred twenty-six
4. six hundred two
5. one thousand seven
6. five dollars and five cents
7. fifty dollars and four cents
8. six in Roman numerals (is VI - optional to add)
9. 24 in Roman numerals (is XXIV - optional)
10. 100 in Roman numerals (is C - optional)
11. Underline the smallest number
12. Underline the smallest number
13. Underline the largest number
14. 6×5 is
15. 8 divided by 2 is
16. 10 plus 10 is
17. 10 minus 5 is
18. Underline the sign that means divide.
19. Underline the sign that means multiply.
20. Underline the abbreviation for pound.
21. Underline the symbol for percent.
22. Underline the symbol for degree.
23. How many feet are in a yard?
24. How many ounces are in a pound?
25. How many cents are in a quarter?

Answers

- 34
- none
- 626
- 602
- 1007
- \$5.05
- \$50.04
- VI
- XXIV
- C
- 156
- $\frac{1}{8}$
- 195
- 30
- 4
- 20
- 5
- $\div$
- $\times$
- lb.
- %
- $^{\circ}$
- 3
- 16
- 25

Math Review

Student Worksheet

1. 43	.034	34	340	none	
2. 11100	10011	1101	1011	none	
3. 626	60026	6026	62600	none	
4. 6002	6200	602	6020	none	
5. 10007	17000	107	1007	none	
6. \$5.50	\$5.05	\$5.5	5.05	none	
7. \$50.4	\$50.4e	50.04	\$50.04	none	
8. IV	VI	VIII	IX	none	
9. XXX	XXVI	XXIV	XXII	none	
10. V	C	CC	L	D	none
11. 176	158	156	165		
12. 1/8	1/2	1/4	3/4		
13. 150	195	19.5	19.555		
14. 20	30	35	40	none	
15. 4	1/2	16	6	none	
16. 0	20	100	1	none	
17. 50	15	5	2	none	
18. x	-	+	+	none	
19. x	-	+	+	none	
20. yd.	oz.	lb.	pi	none	
21. @	lb.	pr.	%	none	
22. d.	%	°	@	none	
23. 3 ft.	9 ft.	2 ft.	39 ft.	none	
24. 32	16	8	2	none	
25. 5	4	25	250	none	

Listening Exercise 15: Math Problems

Planned for intermediate and advanced classes

Performance Objectives

The student will review simple math terms and processes.

The student will listen to problems, comprehend the questions, remember the data, and compute the answers.

The student will give the answers the appropriate labels.

Note: Because the essential purpose of the lesson is to encourage accuracy in listening, the computations are elementary, allowing every student to succeed if he has listened well and is familiar with the terms.

Materials

Tape and tape player; teacher's list of problems; correction chart

Papers numbered to 15

Writing pencils and correction pencils

Motivation

Discuss practical everyday uses of math. Present a sample problem about bus fare, such as the coins needed for exact fare.

Assure students that the problems are very simple; you are not testing their mathematical ability but their ability to listen and understand accurately.

Review simple processes.

Procedure

1. Play the tape for problem 1. Direct students to listen carefully and compute the answer. Write the answer on the board with the label "cards." Emphasize the importance of including the labels in the answers.
2. Continue the tape or read the problems and allow 15 - 30 seconds for students to write answers.
3. Correct by rereading the problems and having students furnish answers. Allow 1 point for answer and 1 point for label.
4. Analyze student needs for basic information in math.

Math Problems

Instructor's Utterances and Answers

- | | |
|--|---------|
| 1. Bill has 3 cards. Jack has 4 cards. How many cards do they have all together? | 7 cards |
|--|---------|

- | | |
|---|---------------------------|
| 2. The baker had 12 loaves of bread. He sold 6 of them. How many did he have left? | 6 loaves |
| 3. Mary bought 2 dresses. Her sister bought twice as many. How many dresses did her sister buy? | 4 dresses |
| 4. There are 50 desks in the room. There are 5 rows. How many desks are in each row? | 10 desks |
| 5. Jim had 5 candy bars. He gave away 3. How many did he have left? | 2 bars |
| 6. Betty had a dozen donuts. She divided them equally among 6 friends. How many donuts did she give each one? | 2 donuts |
| 7. Stamps cost 10¢ each. Tim bought 5. How much did he pay? | 50¢ |
| 8. A rug was 4 ft. long. It was 2 ft. wide. How many square feet were in the rug? | 8 sq. ft. |
| 9. Linda needs a dozen eggs. She has only 4. How many more eggs does she need? | 8 eggs |
| 10. The postman delivered 15 letters and 8 postcards. How many more letters than postcards did he deliver? | 7 more letters |
| 11. There are 5 players on a basketball team. How many players are needed to make 3 teams? | 15 players |
| 12. Bob had 2 dimes changed into nickels. How many nickels did he receive? | 4 nickels |
| 13. How much would you pay for 3 loaves of bread @ 50¢ per loaf? | \$1.50 |
| 14. Name 2 coins that equal 75¢. | a half dollar & a quarter |
| 15. Carol was doubling a recipe that called for $\frac{3}{4}$ cup sugar. How much sugar did she need to use? | $1\frac{1}{2}$ cups |

Listening Exercise 16: Lecture

Planned for advanced students

Performance Objectives

The student will listen to and comprehend the main ideas of the lecture.

The student will read questions which will guide his listening a second time.

The student will listen again to the lecture, selecting and remembering information.

The student will identify correct answers to multiple choice questions.

Materials

Tape and tape player; teacher's copy of lecture

Students' worksheets

Writing pencils and correction pencils

Motivation

T: Frequently, in school or for our own information, we have to listen to a longer discourse and remember the information. Where might you encounter a lecture now or in the near future? Today you are going to listen to a short lecture about Ernest Hemingway. What do you already know about him?

You will listen one time. You may take notes. Then I will give you a worksheet. After you read the questions, you will listen again, and then answer them.

Procedure

1. Play the tape or read the lecture. Answer the student's questions.
2. Distribute worksheets. Read questions and possible choices, but don't give answers.
3. Play the tape again.
4. Allow students time to complete the worksheet. Correct.

Follow-up

Discuss Hemingway's stories, books, movies. Suggest that the students read a selection in their own language and report on it in English.

Lecture: Ernest Hemingway

Ernest Hemingway was born in 1899 in Oak Park, Illinois, a quiet, middle-class suburb in the United States. His boyhood hunting and fishing experiences with his father in northern Michigan provided material for some of his short stories, but his distinctive style did not begin to develop until he worked for the *Kansas City Star*, a newspaper.

Although he wanted to join the Army in World War I, he was turned down because of poor eyesight. Disappointed, he found an alternative by joining an American ambulance unit. After only a few days in areas of heavy fighting, he was seriously wounded. War still intrigued him, however, and became the subject matter for a major portion of his work. *A Farewell to Arms* and *For Whom the Bell Tolls* are two of his most famous war novels. He gathered material by reporting on conflicts such as the Greco-Turkish War in 1920, the Spanish Civil War in 1937, and the Allied invasion of Europe in 1944. His observations succeeded in giving his work a true and vivid quality of great impact.

Realistic dialogue and forceful emotion dominate Hemingway's works. His interest in vigorous, manly sports such as hunting, boxing, deep-sea fishing, and bullfighting developed his talent for portraying exciting, virile backgrounds for characters of courage, endurance, and honor. The novel, *The Old Man and the Sea*, a warmly human story of an aged fisherman, won him both the Nobel and Pulitzer prizes in 1953. His style has influenced many contemporary writers. The world was saddened by his suicide in 1961.

Lecture: Ernest Hemingway

Student Worksheet and Key

1. Hemingway was born in
 - A. Michigan
 - B. Spain
 - C. *Illinois*
2. In what century did he write?
 - A. 18th
 - B. 19th
 - C. *20th*
3. What economic level did he spring from?
 - A. Poor
 - B. *Middle-class*
 - C. Wealthy
4. Which boyhood experiences did he describe in some of his short stories?
 - A. Swimming and boating
 - B. *Hunting and fishing*
 - C. Hiking and racing
5. Where did he and his father hunt and fish?
 - A. Illinois
 - B. *Michigan*
 - C. California
6. An early job he held was as a
 - A. Carpenter
 - B. Salesman
 - C. *Newspaper reporter*
7. Why was he rejected for Army service?
 - A. Bad heart
 - B. Flat feet
 - C. *Poor eyesight*
8. Which unit did he join in World War I?
 - A. *Ambulance*
 - B. Air Force
 - C. Artillery
9. What happened at the battlefield?
 - A. He met a boyhood friend.
 - B. *He was seriously wounded.*
 - C. He received a medal for bravery.
10. What subject matter is important in his work?
 - A. *War*
 - B. Family life
 - C. Humor

11. Which novel is about war?
 - A. For Whom the Bell Tolls
 - B. The Old Man and the Sea
 - C. The Sun Also Rises
12. Which word describes Hemingway's dialogue?
 - A. Humorous
 - B. Artificial
 - C. *Realistic*
13. Which of the following sports did not interest him?
 - A. Boxing
 - B. *Tennis*
 - C. Bullfighting
14. Which quality describes the settings of his novels?
 - A. *Masculine*
 - B. Feminine
 - C. Academic
15. Which novel won him the Nobel and Pulitzer prizes in 1953?
 - A. A Farewell to Arms
 - B. The Old Man and the Sea
 - C. The Sun Also Rises

Lecture: The Old Man and the Sea

The Story

Ernest Hemingway wrote the novel, *The Old Man and the Sea*, in 1952. The story tells about Santiago, an old Cuban fisherman, who was befriended by a young boy named Manolin. For eighty-four days, Santiago had tried but had not caught any fish. Manolin saw to it that Santiago got food to eat and fresh bait for his fishing lines. Together the man and the boy enjoyed talking about good catches of fish or about American baseball.

Before dawn on the eighty-fifth day, Santiago rowed out of the harbor. He caught a tuna shortly before daybreak. He considered this change in his luck a good omen. Toward noon, a marlin went for his bait. Santiago hooked the fish, but it remained deep in the water and began to pull the small boat toward the northwest. The old man waited for the fish to tire, but the marlin went relentlessly northward for hours. Cut, bruised, aching, and hungry, Santiago waited patiently and held on to the lines.

The next morning, the fish turned eastward. Meanwhile, Santiago hooked a small dolphin on another line; he cut strips of it to eat. The marlin towed the boat on another night.

The following morning, after a struggle, the old fisherman speared the marlin and lashed it to his boat. It was two feet longer than the boat, the biggest catch ever in Havana harbor, Santiago thought. It would make his fortune.

However, sharks were attracted to the dead marlin. Fiercely they attacked the body, stripping the flesh. Santiago fought courageously with harpoon, knife, and club, but there were too many sharks.

Exhausted, the old man rowed into the harbor at night and beached his boat with the skeleton of the marlin still tied to it. He made his weary way to his shack, where he fell asleep.

The next morning, Manolin came with hot coffee and comforting, reassuring, hopeful words for Santiago.

Commentary

The Old Man and the Sea is considered a classic of our generation. It was written with nearly perfect form and simplicity of style. It has qualities of lasting value. Also, it can be read as an exciting, tragic adventure story or as a symbolic allegory of man's indomitable spirit which conquers material defeat.

Lecture: The Old Man and the Sea

Student Worksheet and Key

1. Where did Santiago live and work?
 - A. Canada
 - B. Cuba
 - C. Panama
2. Who befriended Santiago?
 - A. Manolin
 - B. Mako
 - C. Michael
3. What kind of fish was his first catch on the 85th day?
 - A. Shark
 - B. Tuna
 - C. Marlin
4. What is an omen?
 - A. A large fish
 - B. A sign forecasting a future happening
 - C. An obligation which one must repay
5. What did the marlin do when it was hooked?
 - A. It pulled the boat northward.
 - B. It surfaced and leaped.
 - C. It tugged and thrashed its tail.
6. What did Santiago eat during the trip?
 - A. Slices of meat
 - B. Pieces of bread
 - C. Strips of dolphin
7. How did Santiago kill the marlin?
 - A. With a club
 - B. Tired it to death
 - C. With a spear
8. What does "lash" mean in this lecture?
 - A. Tie or bind
 - B. Whip
 - C. Scold
9. What attacked the dead marlin?
 - A. Dolphins
 - B. Tunas
 - C. Sharks

10. Which of the following was *not* used by Santiago?
- A. Club
 - B. Knife
 - C. Gun
 - D. Harpoon
11. When did Santiago reach home?
- A. At dawn
 - B. At night
 - C. At daybreak
12. What is a "shack?"
- A. A light lunch
 - B. A noise or rattle
 - C. A small house, or hut
13. Which word means a work in literature of the highest quality?
- A. Symbol
 - B. Classic
 - C. Allegory
14. Which word describes Hemingway's style in this story?
- A. Simple
 - B. Elaborate
 - C. Reassured
15. Which word means a story in which characters and actions are symbols of other images?
- A. Allergy
 - B. Allegory
 - C. Drama

Bibliography: The Listening Module

Black, John Wilson. *American Speech for Foreign Students.* Springfield, Illinois: Charles C. Thomas, Publishers, 1963.

Advanced level. Fifteen varied lessons encompassing words frequently encountered in college. No workbooks available.

Finocchiaro, Mary and Violet H. Lavenda. *Selections for Developing English Language Skills.* New York: Regents Publishing Company, Inc., 1973.

Intermediate and advanced levels. Short anecdotes followed by comprehension, vocabulary, and structure exercises. Less effective because anecdote appears in student workbook and can be read.

Lado, Robert. *Lado English Series.* Workbooks 1-2-3-4-5-6. New York: Regents Publishing Company, Inc., 1973.

All levels. Tapes and teacher's manual available. Short, graded, effective comprehension and completion exercises based on grammar structures.

Morley, Joan. *Improving Aural Comprehension.* Ann Arbor, Michigan: The University of Michigan Press, 1972.

High intermediate and advanced levels. Student workbook and teacher's manual. Lessons on numbers and numerical relationships, letters, directions, dates and chronological order, measurements and proportion, getting the facts, etc. Needs dialogue supplements.

Chapter 9

The Composition Module

Literate students of English usually choose to participate in a composition module to fill at least minimal writing needs. Beyond this, pre-high school or college diploma candidates must develop adequate facility in writing to achieve their goals. Consequently, one to one and one-half hours per week should be devoted to controlled composition moving ever closer to free composition.

The aim of the instruction is to develop the ability to compose original, properly structured sentences which communicate the writer's intent. It is a difficult process which must be presented in well-ordered steps. Motivation is a primary step which may take a full period. The content of the lessons encompasses composing and copying class experience paragraphs, constructing simple statements about one's self, taking paragraph dictations, filling in application forms, and writing notes, letters, descriptions, reports, explanations, and argument patterns. The student continues the course until he feels he has met his needs. At that time he may change to an alternate module.

To aid controlled writing, resource materials such as the English/English dictionary and the thesaurus are used extensively to verify definitions and to supply the student with word choices. For best results with advancing beginners, lessons should be devoted to teaching and strengthening dictionary skills.

The writing produced should be clear, even if this results in a choppy grammatical style. The use of introductory frequency words or of short phrases of time and place, even with advanced beginners, should be demonstrated and encouraged for sentence variety and for initial acquaintance with style. Complex sentences and subordinate clauses which permit a smoother, more mature flow of ideas, are introduced quite late in an advanced course, as are sophisticated stylistic elements. Despite the simplicity, however, the product can demonstrate creativity, logical thinking, vocabulary development, command of word order, and mastery of grammar studied.

A common major problem of ESL students is the run-on sentence of interminable length. Their thoughts tumble forth in a rush of unpunctuated expression. Working with students to write concise statements in a well-ordered paragraph is a challenging task which requires some individual instruction. One plan is:

- motivate and present a lesson;
- permit students to write in class;
- correct papers with individual students who finish while others continue to write. Requiring the student to read his composition aloud as you correct reinforces the use of standard forms. Students need help to evaluate their own work and thus make more rapid progress than if they receive a heavily marked paper indicating corrections without reasons.
- The next day, assign a written mechanics follow-up lesson; while students work on this lesson, finish correcting with individuals, evaluating as you discuss.
- Assign recopying.
- Share.
- Collect first drafts stapled to corrected copies and file.

The plans which follow are highly explicit because they are designed for inexperienced teachers, but they can be used with flexibility, incorporating the individual's creative contribution. The first nine lessons or further extensions of them can be used in succession, but after that it would be necessary to plan horizontal lessons which strengthen skills at each step before proceeding to the next. By this lesson, the new teacher will have acquired confidence and adroitness to plan inventively.

At high intermediate and advanced levels, Jewell Friend's, *Writing English as a Second Language*, is an excellent source specifically for language students. However, junior high school level texts furnish many adaptable ideas; therefore at these later stages, an abundance of materials can be found.

Introducing Students to Composition

In composition, as in other modules, the members of the class, their needs and their goals, with teacher judgment will determine the approach appropriate for any group. For classes with students ambitious to attain skills necessary for a high school diploma, preliminary controlled steps to beginning composition are followed by Lessons 1 to 8. Most launched students are ready to begin the latter lessons after approximately one hundred hours of introductory English in which considerable dialogue practice has been provided, preparing students for most of the vocabulary and content in the paragraphs. For classes consisting largely of community people with household finance, homemaking, and occupational concerns a practical writing module meets essential demands.

Preliminary Controlled Composition Practice

Paragraphs about everyday situations offer a range of practice with possibilities for individuality and for application of study factors. A sample paragraph follows.

Shopping

My friend and I go to the (store, market, supermarket). I put fruit, eggs, bread, and milk in my shopping cart. (He, She) puts coffee, bread, meat, and vegetables in (his, her) cart. We put our groceries on the counter. We pay the cashier for our purchases.

When the students have learned to read and understand the paragraph with the help of illustrations or teaching aids, they copy it carefully, noting the mechanics and structure of paragraph writing and making the simple word choices. Composition terms are learned and identified in the paragraph.

In succeeding lessons the teacher can omit parts of the sentences for students to fill in. By deciding which study points he wants to check, he may omit pronouns or verbs or prepositions or first words in sentences. He also should provide substitution words, using student suggestions, to be used in remaking and recopying the same paragraph. The student choices of possible substitute words or phrases in the paragraph express their preferences. Other shopping experiences—at the discount or department store, at the drugstore, at a clothing store, at a shoe store—can be similarly developed. Another situation and sample paragraph requiring more choices and substitutions could read as follows:

Dining Out

My friend and I go to the restaurant for dinner. We look at the menu. The (waiter, waitress) takes our order. My friend orders _____. I order _____. (He, She) brings us our dinner. It tastes delicious. The (waiter, waitress) gives us the check. We leave a tip for (him, her) on the table. At this restaurant we (pay the cashier, give (him, her) the money).

Note: Menus and illustrations would be helpful.

Practical Writing: Structural Plan

Planned for beginners, applicable to all levels

Performance Objectives

The student will learn about the information he is required to give on forms and applications used by many offices, agencies, and libraries.

The student will read and follow directions.

The student will provide the following information:

1. full name, first name, middle name, middle initial, last name, family name, surname
2. address, residence, number, street, city, state, zip code
3. telephone number
4. the date, using abbreviations or numerals only
5. birthdate, using abbreviations or numerals only
6. birthplace
7. maiden name
8. social security number
9. occupation
10. educational background
11. work history
12. medical history
13. references
14. signature
15. other necessary self-information

The student will enter information legibly.

Materials

Actual cards, applications, and forms, when obtainable, or reasonable facsimiles

Pens, pencils, erasers

Procedure

1. Instruct students to *read* first with the teacher the directions and instructions for correct entry of information. Consider: should they print, sign, use a pen or pencil, etc.? Explain: "Do not fold, spindle, staple, or mutilate."
2. The students do each practice in pencil under the teacher's guidance.

3. Student work is collected and corrected in colored pencil; then it is returned for student correction of errors.
4. When indicated, the work is written over in pen.
5. All cards and forms are retained by the students for future reference. Because of their varying sizes, these may be kept in a large kraft envelope.

The following are some suggested practices:

- a. the alien address report form (obtained at post offices)
- b. the Social Security application form
- c. application for a library card
- d. change of address form (obtained at post offices)
- e. job application forms
- f. medical forms from doctors and dentists
- g. motor vehicle forms
- h. banking: checking and savings accounts
- i. rental or lease agreements
- j. loan requests and agreements
- k. student requests

Evaluation

1. How do you want help in practical writing?

Do you have any suggestions for future lessons?

Composition: Lesson 1

(An alternate for Lesson 1 follows.)

Planned for beginning students

Performance Objectives

The student will discuss a travel film, using individual dictionaries and a picture dictionary to clarify vocabulary meanings.

The student will understand that together we will write a paragraph—a group of sentences about one topic, in this lesson, a brief summary of things learned or observed in the film.

The student will participate in composing a simple class story with the teacher's help, written on the chalkboard.

The student will see and understand the mechanics and vocabulary of paragraph writing. e.g. name, date, title, proper spacing, left and right margins, indent, capitalize, punctuation marks such as the period, comma, question mark.

The student will see capitalization and punctuation rules from the grammar lesson being used in the paragraph sentences.

Rules: The important words of a title are capitalized.

Sentences begin with a capital letter.

Statements end with a period; questions end with a question mark.

Materials

Film about a national park

Student dictionaries

A picture dictionary

Pictures related to people, places or things depicted in film (mountains, trees, lakes, waterfall, geyser, animals, etc.)

A reader or textbook showing titles and paragraph structure

Chalkboard, chalk, eraser

If preferred, a sample paragraph written either on large lined newsprint (18" x 22") for class observation or on notebook paper for individual viewing

Motivation

(Follows film introduction and showing)

Group discusses title, setting, characters, animal life, and other film material to glean a few simple, basic ideas. The teacher prepares questions to guide thinking for the actual writing of the group story. Illustrations, the picture dictionary, and student dictionaries are used when necessary.

First, the teacher says and then writes on the chalkboard: Did you (like, enjoy) the film? The teacher asks the question twice, each time using the substitute word. Students repeat. Discuss the meaning of the question and ask for individual responses, using the pattern written on the board. It states: I (did, did not) (like, enjoy) the film.

Discussion of the film follows, the questions guiding the story sequence.

- What was the (name, title) of the film?
- What place did the film show?
- Where is this place?
- What does a visitor see there?
- Which animals live in the park? etc.

Procedure

- On the chalkboard the teacher writes a student's name, the date and calls attention to the capital letter for the month and to the comma between the date and year.
- The teacher shows the proper spacing and centering of the title, probably the title of the film.
- Teacher points and says: Name - Date - Title. Class repeats.
- Teacher draws left and right margins. He writes "margin" for students to see, hear, and repeat. When students understand the term, he erases the word and continues.
- Teacher asks one or two questions pertinent to the film for the opening sentence of the paragraph. See questions under motivation for lesson.
- Teacher writes the student/class response on the chalkboard, noting to class the spacing between the title and body of the paragraph, the indenting of the first sentence, the use of margins.
- Teacher uses a reader or textbook to illustrate to each student the title, margins, indented first sentences of paragraphs. A sample paragraph on large newsprint or on notebook paper could be used also, if preferred, depending on the size of the group.
- Students' responses to other guiding questions are then formulated to compose the remainder of a short paragraph.
- Teacher points out the capitalization and punctuation of each sentence, involving frequent student responses for drill. Questions: How does the first word of each sentence begin? How does the sentence end? etc.

Sample Story

Name _____ Date _____

A Visit to Yellowstone National Park

Yellowstone National Park is in Wyoming. A visitor sees trees, geysers, wild animals, mountains, and lakes. In the park live bears, deer, moose, buffalo, coyotes, and birds.

Note to the teacher: Even at this level the short introductory phrase of place, "In the park," is used for sentence variety and initial acquaintance with style.

Summary and Evaluation

- Teacher points and asks: What is this called? (date, title, left margin, right margin, sentence, paragraph)
What do we do with the first word of the paragraph? (indent)
How does every sentence begin? (with a capital letter)
How does every sentence end? (with a period; with a punctuation mark)
- Teacher uses the class story on the chalkboard only, reviewing each of the mechanics and of the terms. A prepared chart of terms to display to class during the review is helpful.
- Teacher reads each sentence; class repeats; teacher repeats. Individual students read the entire story.

Follow-up

- Prepare duplicated copies of the class story, omitting small words, leaving blanks for the students to write the missing words. In the sample story, omit: is, A, sees, and, In.
- Prepare to review all the concepts of the first lesson several times before proceeding to the next steps in beginning composition.
- The format of Lesson 1 may be repeated, using other films, slides, or a shared experience, according to the size and ability of the class. From the discussion write a group story, encouraging individual participation and contributions.
- A worksheet could be prepared, using the same paragraph but permitting student choice of substitute words for their sentences. Students underline their choices, then they recopy the paragraph for the teacher. Example from the sample story: A (visitor, tourist) sees trees, geysers, wild animals, mountains, and lakes.

Composition: Alternate Lesson 1

Planned for beginning students

Performance Objectives

The student will understand the mechanics and vocabulary of paragraph writing.

The student will understand that a group of sentences about one subject or topic is a paragraph.

The student will use available class information to participate in preparing a group story of one paragraph on the chalkboard.

The student will use grammar rules of punctuation and capitalization.

The student will copy the class "experience story," using the learned format and mechanics.

Materials

Chalkboard, chalk, eraser

Pointer

Teacher-prepared chart with the following terms listed: composition, paragraph, sentence, title, left margin, right margin, indent, capitalize, punctuation mark, period, comma, question mark

Standard size notebook paper, pens or pencils

Specific materials needed for the group experience

Motivation

Possible Group Experiences:

Field trip to a library, store, cultural center

A simple cooking or craft demonstration

A simple group art activity

A walk

Other shared experience

Sample Lesson Topic: Our English Class

Teacher: Together we will learn what a paragraph is and write a paragraph about our English class. (He explains the lesson objective further.)

Procedure

T: Pencils down, listen and help. (Teacher writes and centers the title on the chalkboard, *Our English Class*.) The title tells what the paragraph will be about. Read the title aloud. Good. (Teacher spaces correctly, indents, and writes the paragraph which follows.)

Our English Class

In our English class there are _____ students. There are _____ women. There are _____ men. Our teacher is _____. We study English composition.

As the blanks in each sentence are reached, the teacher asks the students to do the counting, and he fills in each space with the correct number written in cursive. The class observes, listens, and repeats each sentence. When the paragraph is completed, individual students attempt to read the entire "story."

Note to the teacher: Even at this level, short introductory phrases are used for sentence variety and initial acquaintance with writing style.

After the oral reading the teacher notes the mechanics used in writing the paragraph pointing to the chart to illustrate each term. To reinforce the learning of the vocabulary with the concept, the teacher may write the term on the chalkboard at the place in the paragraph where it relates and then erase. Students copy the paragraph, checking their understanding and application of rules for paragraph writing. To provide individual help it is recommended that an aide assist the teacher in circulating through the class, inspecting student work.

Summary

Review the terms on the chart, their pronunciation and meanings. Direct students to locate them at the chalkboard or on their own papers.

Follow-up

Review all the terms on the chart by rewriting the same paragraph on the chalkboard. Again, ask students to identify each on the chalkboard example and on their individual copies.

Some words could be omitted in a rewriting, and students would be directed to fill in the blank spaces from memory. Omit words such as: students, are, is, There, Our.

Composition: Lesson 2A

Planned for beginning students

Performance Objectives

The student will discuss the lesson topic and each sentence in the exercise to clarify meaning.

The student will do sentence exercises in preparation for paragraph writing.

The student will review sentence structure, however it is presented in the grammar text. Examples: noun phrase + verb phrase = statement; subject + verb + complement = statement

The student will write several sentences about himself, noting the sentence structure.

The student will use word substitutions which correctly complete his individual sentences.

The student will write sentences which vary from the simplest structure to add more interest to his writing style.

Materials

Chalkboard, chalk, eraser

Notebook paper, pens or pencils

Motivation

Teacher: We have been learning about sentences. (Review structure, if necessary.) Today you will write sentences which tell about yourself.

Procedure

Present the correct format for the paper. Discuss each sentence.

Sentence Exercises

1. My name is _____ (Full name)
2. I came from _____ (Country only)
3. I have (or I've) lived in the United States for (one, two, three, _____) (week, weeks, month, months, year, years).

Note: Call students' attention to the differences with plurals.

4. I was born in _____ on _____,
(city) (country or state) (birthdate)

Note: Indicate to the class the need for capitals and commas.

5. I am a student.

6. My (parents, mother, and, father) (are, is) (not) living in _____
(country or state)

Note: Be sure that students choose the verb which agrees with the subject, use the negative if necessary, and end the sentence correctly if both parents are not living.

7. In my family I have (a, one, two, three, _____) (wife, husband, sister, sisters, brother, brothers) and (a, one, two, three, _____) (child, children, sister, sisters, brother, brothers).

Note: Assist students in choosing the correct word substitutions for singular and plural forms.

Teacher and aide circulate through the class, helping individuals to complete their sentences correctly. The needs for capitalization and punctuation are noted. Depending on the time, size, and ability of the group, it will very likely require two lessons to complete all the sentences suggested. As a sentence is completed or shortly before the lesson ends, ask a few students to read one sentence from their papers. When all the sentences have been completed, the students' papers are collected. Corrections are made in colored pen.

Follow-up

- After students have had time to see the corrections on their work and, if necessary, to have the changes or additions explained, ask some individuals to read each sentence, using the corrected form.
- Some students may need individual help with the aide to rewrite the same sentence exercises, making the corrections. Those students who are ready to proceed to the next step may benefit from additional practice, review, or drill.

Composition: Lesson 2B

When the group is ready, guide the use of the sentence exercises to form the first paragraph of each student's autobiography, the long-range objective. Review or teach the mechanics of paragraph writing before continuing to use these exercises for individualized paragraph construction.

Paragraph Title: About Myself

Each student staples his written paragraph with the sentence exercises paper and gives his work to the teacher. Students see their corrected paragraph but return their papers to the teacher to be retained in student files for future use.

Allow some time at the beginning or at the end of the composition lesson for students to share their paragraphs by reading to the class. The teacher is nearby, ready to assist when needed.

Praise and, if possible, display commendable student work. Examples of correct form and neat work can serve as motivation for improvement with many students.

Composition: Lesson 3A

Planned for beginning students

Performance Objectives

The student will write sentence exercises in preparation for the second paragraph of his autobiography.

The student will review and learn sentence structure and grammar rules through repetition and practice.

The student will discuss the topic and each sentence to clarify meaning.

Materials

Same as previously described in Lesson 2

Motivation

Today we will write more sentences which tell about you and what you studied in school in your country. (Discuss further, encouraging students to contribute.)

Procedure

Sentence Exercises

1. In my country I went to school for (four, five, six, _____) years.
2. I attended _____ (name) (Elementary School, Secondary School, Technical School, High School, University).
Note: Discuss the various levels or types of schools and show how to list the most recent one or two.
3. I speak (Spanish, Japanese, Chinese, Korean, Polish, _____) and studied (my language, another language) in school.
Note: Demonstrate how to list several languages if necessary for particular students.
4. I (did, did not) study English for (a, two, three, _____) (month, months, year, years).
Note: Assist students in completing or ending the sentence accurately.
5. I also studied (mathematics, history, geography, biology, music, art, _____) and other courses.
Note: Add student suggestions to courses listed; demonstrate how to enumerate two or more studies as desired by individual students.

Teacher and aide circulate, assisting with comprehension, word or phrase selection, and spelling. Papers are collected, corrected, and returned at the next lesson.

Follow-up

- After students have had time to see the corrections on their work and, if necessary, to have the changes or additions explained, the teacher requests some individuals to read each sentence, using the corrected form.

Composition: Lesson 3B

The corrected sentence exercises are used to construct the second paragraph of student autobiographies. Review the mechanics of paragraph writing before continuing to use these exercises for individualized paragraph construction.

Paragraph Title: About My Education

Again, the teacher collects and corrects the written paragraphs which have been attached to sentence exercises papers. He lets the students examine their corrected work and collects the papers to add to the student files.

Composition: Lesson 4A

Planned for beginning students

Performance Objectives

- The student will write sentence exercises in preparation for another paragraph of his autobiography.
- The student will reinforce his learning of sentence and paragraph structure and of the application of grammar rules.
- The student will discuss the lesson topic and each sentence in the exercise to clarify meaning.

Materials

As described in previous lessons

Motivation

Teacher: Today we will discuss and write about your job or occupation in your country.

Procedure

Sentence Exercises

1. In (Mexico, Japan, Thailand, _____) I (had, did not have) a job.
Note: Discuss various occupations and help students to classify their jobs in English.
2. I worked (at home, as a student, as a secretary, as a salesman, as a teacher, as a mechanic, _____).
3. This was my (occupation, profession).
Note: Student may choose to use "profession" for law, medicine, teaching, ministry.

Follow-up

Composition: Lesson 4B

Use procedures described in previous lesson (B format).

Paragraph Title: My Occupation

Continue to let students share paragraphs with the class by oral reading.

Composition: Lesson 5AB

Planned for beginning students

The objectives are further expanded while the lesson design remains essentially the same. The first lesson (A) which composes the sentence exercises is utilized in the second lesson (B) which constructs the paragraph.

Lesson 5A

Sentence Exercises

1. I (have lived in, have visited) these (cities, countries, places) — _____
2. One place which I (liked, enjoyed) best was _____
3. It has beautiful (beaches, museums, cathedrals, parks, hotels, buildings, _____).

Note: Show students how to list more than one selection.

Lesson 5B

Paragraph Title: Places I've Been

Composition: Lesson 6AB

Lesson 6A

Sentence Exercises

1. There are (some, particular, certain, special) activities which I enjoy.
2. I like (singing, dancing, dining out, listening to music, watching television, _____) and reading (books, newspapers, magazines).

Note: Show students how to list several selections if desired.

3. I also enjoy sports such as (baseball, soccer, football, bowling, swimming, bicycling, _____).
4. My hobby is (collecting stamps, collecting coins, painting pictures, _____). *or*, I do not have a hobby.

Note: Again add student suggestions and show how to list several selections.

Lesson 6B

Paragraph Title: Activities I Enjoy

Composition: Lesson 7AB

Lesson 7A

Sentence Exercises

1. At this time I would like to (remain, stay, live) in _____ for (one, two, three, six, _____) (month, months, year, years).
(state)
2. During my (stay, visit) I would like to see (names of cities or special places of interest).
3. If it is possible, I would like to (get a high school diploma, become a citizen, get a job, attend a university, _____).
4. In the future I would like (to travel, to marry and have a family, to become a (an) _____, to _____).

Lesson 7B

Paragraph Title: My Plans

Follow-up

The paragraphs which were constructed in Lessons 2, 3, 4, 5, 6, and 7 are taken from the student files and organized for the students' first composition of several paragraphs. The title of this composition which culminates many weeks of work is titled, *My Autobiography*, Lesson 8.

Students share finished compositions by reading to the class. The teacher stands nearby, ready to assist when needed.

If possible, display completed compositions on a bulletin board.

My Autobiography (Sample Composition)

My name is Elviz Urquia. I came from Honduras, Central America. I have lived in the United States for four years. I was born in Tegucigalpa D.C., Honduras, C.A. on October 11, 1923. I am a student. My parents are not living. In my family I have two sisters and one brother.

In my country I went to school for ten years. I attended Metropolitan High School. I speak Spanish and studied my language in school. I did not study English. I also studied mathematics, geography, typing, and other courses.

In Honduras I had a job. I worked as a secretary. This was my occupation.

I have visited these cities—San Diego, Los Angeles, and Pasadena. One place which I enjoyed best was San Diego. It has beautiful beaches and Sea World.

There are certain activities which I enjoy. I like sewing, watching television, and reading books and magazines. I also enjoy sports such as swimming and tennis. My hobby is cake decorating.

At this time I would like to remain in California for one year. During my stay I would like to see San Francisco and Sacramento. If it is possible, I would like to travel. In the future I would like to visit my family in Central America.

Composition: Writing a Letter

Planned for beginning students

Performance Objectives

The student will identify the parts of a letter.

The student will spell the new terms and will identify the parts in samples.

The student will write the sample letter, using the correct format but making appropriate changes in the address, correspondent, closing, and signature.

The student will review paragraph structure, punctuation, and grammar rules.

The student will address an envelope correctly in the follow-up lesson.

Materials

Sample of a letter, prepared or from a text, with the parts of a letter identified

Another letter sample on a duplicated sheet or on the chalkboard with the parts unidentified

Notebook paper, pens, pencils

Teacher: How often do you write letters to your family or friends? (Student responses)

Do you like to write letters?

Do you like to receive mail?

When you are far from home, it is important to communicate with your family and friends. If you wanted to write to me or to an American friend, you would want to know the correct way.

Procedure

- Students study the letter sample, noting the name for each part of the letter: heading, greeting or salutation, body, closing, signature.
- The teacher says and writes each term on the chalkboard as it is discussed and urges students to learn the pronunciation, spelling, and meaning of each term.
- The teacher distributes another letter sample or writes one on the chalkboard, pointing out correct spacing and margins. The sample includes periods, commas, a question mark.

T: What do we call this part of the letter? (Continue with each part.)

The letter has two paragraphs. How do we show a new paragraph?

Which punctuation mark is used here? Why? (Give explanations for use of commas unfamiliar to students.)

What are some different closings you can use in your letter? (Discuss the appropriateness of certain closings such as: Sincerely, Yours truly, Love, Your friend, etc.)

- Students copy the sample from the chalkboard or study sheet, using their personal address, name of correspondent, choice of closing, and signature.

Follow-up

- Students write an original letter to a friend or to the teacher with at least two short paragraphs. Guide questions or statements will help them compose the body of the letter.

Paragraph 1: Ask about your friend, his family, his wife, children. Express your interest in them—their health, their jobs, their activities.

Paragraph 2: Tell about yourself—your activities, plans.

- Each student addresses an envelope, first practicing on notebook paper, folded in an envelope shape; he then addresses an actual envelope, making any corrections.
- Assign students the writing of a friendly letter on stationery when they have experienced some practice and have gained confidence.

Composition: Picture Description of a Person

Planned for intermediate students

Performance Objectives

The student will write an original paragraph, structured by guiding questions or statements, to describe the appearance of a person.

The student will use his imagination to create a name for the person.

The student will employ descriptive vocabulary related to personal appearance and dress.

Materials

Pictures of individual persons cut from magazines; duplicates are useful

12" x 18" construction paper

Ruled composition paper

Pencils and pens

Student worksheet samples or opaque projector

Motivation

Hold up pictures which portray people of contrasting characteristics of appearance and dress. Discuss words which describe them. Include significant features and stress specific adjectives.

Procedure

1. Display the pictures on a table or bulletin board. Direct students to choose one.
2. Distribute the list of questions or write these questions on the board in paragraph form.

Who is the person in the picture? (Give him a name and an occupation.) Describe his height and weight. Describe his face (hair, eyes, features, complexion). What is he wearing? Describe his general appearance.
3. Read aloud the sample paragraphs which follow.
4. Direct students to answer the questions in order in full statements which form a paragraph. Explain that they may use more than one sentence for each question or that they may describe more than one characteristic in one sentence.
5. Circulate to assist with sentence structure and spelling.
6. Correct individually with students if possible.
7. Students recopy and mount the picture and the composition on 12" x 18" construction paper.
8. Share with the class.
9. Alternate activity: Place pictures on the bulletin board. As a student reads his composition, the class tries to determine which picture he is describing.

Picture Description of a Person

Student Worksheet

Answer the questions below in paragraph form. Be sure to indent. You may use one or more sentences for each question. You may use more than one sentence for a question.

Analyze the paragraphs below before you write your paragraph. Notice the specific adjectives and the punctuation for descriptive words in a series.

Guiding Questions

Who is the person in the picture? (Give him a name and an occupation.) Describe his height and weight. Describe his face (hair, eyes, features, complexion). What is he wearing? Describe his general appearance.

Model Paragraph 1

This is a picture of Wayne Forrest. He is a middle-aged businessman. He is tall and thin. He has wavy brown hair, long sideburns, deep-set brown eyes, and medium olive skin. His nose and mouth are well-shaped, and he has a strong chin with a cleft in it. Mr. Forrest must dress well for his job. Today he is wearing a light gray suit and a white dress shirt with a gray and red tie. His tie clip is a black onyx pin set with a small diamond. He looks handsome, capable, and trustworthy.

Model Paragraph 2

Bobby Jackson is a five year old boy. He is small and slender with kinky black hair. His skin is dark brown. His large, round, black eyes are sad and tearful today. He is wearing blue corduroy pants and a yellow and blue striped tee-shirt. He is a very cute little boy.

Composition: Picture Interpretations

Planned for intermediate students

Performance Objectives

The student will write an original paragraph structured by guiding sentences.

The student will use his imagination to contrive a name and a situation suggested by the picture.

The student may follow through on the previous exercise by projecting the character he has described into a situation.

The student will create an original title for his picture and composition.

Materials

Pictures from the previous exercise as well as fresh ones

Composition paper

Pencils and pens

Student worksheets or opaque projector

Motivation

Hold up a particularly thought-provoking picture of a person and discuss what it suggests to various students. Compliment highly imaginative contributions.

Tell students that they will have an opportunity to use their imaginations to make up a paragraph story about the pictures.

Procedure

1. Read the sample paragraphs aloud, noting words which describe feelings.
2. Distribute pictures and worksheets (or use the opaque projector).
3. Direct students to answer the questions or directions to form a paragraph.
4. Circulate to assist with sentence structure and spelling.
5. Correct individually if possible. Recopy.
6. Share.

Picture Interpretations

Student Worksheet

Answer the questions or directions below in full sentences which form a paragraph. You may use more than one sentence for each question. You may use present, past, and future tenses if needed. Since this is an informal composition, you may use contractions.

Analyze the model paragraphs before you write.

Guiding Questions

Who is in the picture? Describe how he is feeling or what he is thinking. What is he doing? Why?

Model Paragraph 1: Disappointing Trip

Wayne Forrest looks tired and worried. He is flying home from an important business trip in New York. He did not get the contract his company wanted. He is afraid that his boss will blame him, and he will not get a promotion. His wife will be disappointed, too.

Model Paragraph 2: Where's Mommy?

Bobby Jackson is sad and afraid, so he is crying. He is asking the telephone operator to help him find his mother. She was not at home when he got up from his nap. She went to the next-door neighbor's house for a short visit, but he doesn't know that. He doesn't like to be alone.

Composition: Description of Family Home

Planned for intermediate students

Performance Objectives

The student will determine the important features of his family home and describe it clearly.

The student will use the present tense consistently in simply structured, descriptive sentences.

The student will observe an outline and a model composition to guide his thinking and organization of material.

Materials

Student worksheets

Pencils and pens

Motivation

Discuss "Be it ever so humble, there is no place like home."

"A man's home is his castle."

Relate the discussion to their family homes.

Procedure

1. Distribute the worksheet. Read the model composition. Discuss the vocabulary. Encourage students to visualize the house, the setting.
2. Read the outline. Discuss "mood" of a house.
3. Read the assignment. Check understanding.
4. Direct students to write on alternate lines of paper for ease in correcting.
5. Correct with individual students, if possible.
6. Recopy in ink. Share the finished compositions.

Follow-up

Share photographs of family homes.

Description of Family Home

Student Worksheet

Assignment

Study the outline and the model composition.

Describe the house or apartment you lived in before you came to this country.

Pretend that you are still living there and use the present tense.

Keep the sentences clear and rather brief.

Follow the outline to include all of the information listed.

Outline

- A. Location
 - 1. City
 - 2. Neighborhood
- B. Exterior of house
 - 1. Number of stories
 - 2. Style of architecture
 - 3. Color
 - 4. Surroundings: fences, walls, plants, trees, hills, etc.
- C. Interior of house
 - 1. Names and numbers of rooms
 - 2. Style of furnishings
 - 3. General mood of house or favorite room

Model Composition: My Family Home

My house is situated on a quiet street in a middle-class suburb of Los Angeles. All of the houses on the street are modern and similar to each other. They are rather close together. Consequently, I see my neighbors often.

The exterior of my single-story house is painted light green. It has a green lawn and many shrubs in the front and in the back. Two large windows of my residence face the street.

The house has a kitchen, a dining room, a spacious living room, three small bedrooms, and two baths. The contemporary Danish furnishings provide comfort. The principal colors in most of the rooms are green, blue, and white. The mood of the house is informal, light and restful.

Composition: Field Trip Report

Planned for intermediate students

Performance Objectives

The student will report on a field trip by writing a composition of three paragraphs.

The student will follow an outline of essential information in the report.

The student will verify the purpose and value of the trip.

The student will demonstrate his knowledge of the past tense by reporting a completed activity.

Materials

Student worksheets with outline and model composition

Ruled composition paper

Pencils and pens

Motivation

A field trip followed by a discussion

Procedure

1. Discuss the trip. Discuss new vocabulary acquired as a result of the trip. List words on the chalkboard.
2. Present the composition outline. Compare the outline with the sample composition.
3. Direct students to record their field trip experience in a similar manner.
4. Direct students to keep the sentences clear and simple and to use the tense indicated in the outline.
5. Collect, correct, return to students for perusal; file.

Field Trip Report

Student Worksheet

Assignment

Follow the outline below to report on the field trip. Underline new vocabulary you use in your report. Use the verb tenses indicated by the outline.

Study the outline and the model report.

Outline

Paragraph 1 (Past tense)

Sentence 1 - When you went, where you went, who went

Sentence 2 - Why you went

Sentence 3 - Who hosted you or met you and helped you on the trip

Paragraph 2 (Past tense)

Three or four sentences about what you saw, observed, or investigated

Paragraph 3 (Present tense)

Three or four sentences reporting your conclusions and comments

Model Report: Field Trip

Last Thursday, I went with my class to visit the municipal courts. We wanted to observe the court system of the United States in action. There was no host for our visit, but bailiffs gave us information.

We watched part of a criminal trial. A young man was accused of armed robbery. He sat at a table with his lawyers. Lawyers questioned witnesses on the stand. The judge and the jury listened to the testimony. A court reporter recorded the questions and the testimony.

I concluded that court procedures are very formal. Everyone is particularly respectful to the judge. The lawyers ask very specific questions. It is difficult to decide guilt or innocence. I think that the jury system is a fair way to decide. I want to learn more about the court system.

Composition: The Thesaurus

Planned for advanced students

Performance Objectives

The student will identify hackneyed words and phrases.

The student will substitute synonyms which are more exacting and expressive.

The student will become familiar with the thesaurus in dictionary form and prove his understanding of its value by using it to find word substitutions.

The student will develop his vocabulary through meaningful use of the thesaurus, and thus develop one of the tools of composition mastery.

The student will reinforce his knowledge of punctuation and capitalization and general composition form by carefully copying the skeleton composition.

Materials

Student worksheet with sample composition

Enough thesauri for students to share (paperbacks are available)

Composition paper

Pens

Motivation

Illustrate: The tree is beautiful. vs. The tree is majestic.

Discuss the insipidness of hackneyed words and the vigor of appropriate adjectives, verbs, or other content words.

Ask where students could find words to replace "beautiful."

Introduce the thesaurus. Describe its function to provide synonyms and its difference from a dictionary.

Emphasize how valuable the knowledgeable use of the thesaurus is to writers and how significant it can be in developing one's vocabulary.

Procedure

1. Distribute the worksheets. Read the assignment together.
2. Work together on the first paragraph, using student suggestions and the thesaurus to arrive at substitutions.
3. Direct students to look over the entire composition, make the easy changes, and then go back to the more difficult ones.
4. Allow time for students to complete the exercise individually.
5. Share the variations.
6. Collect and examine the papers for form, punctuation, and spelling. Return for student perusal.

Follow-up

Present a lesson correlating thesaurus and dictionary usage.

Using the Thesaurus

Student Worksheet

Assignment

The composition below is written with "tired" words—words that are used so frequently that they do not stimulate the imagination. Substitute better words for those which are underlined. Use your own vocabulary fund and a thesaurus for colorful, vibrant choices. Paint a word picture of this summer trip.

Rewrite the composition, punctuating carefully.

Sample Composition

Last summer, my friend and I went to Yosemite National Park. We went by car for about eight hours until we reached Yosemite Lodge. We were surprised by the unusual beauty of the park.

Yosemite is a large, mountainous region in the Sierras, which has beautiful forests of pine, sequoia, fir, and oak trees. Several lovely waterfalls flow over granite cliffs into quiet valleys. We went from elevations as low as 2000 ft. to some as high as 13,000 ft. above sea level. On the way we saw many different things.

Besides the trees and flowers, the animals at Yosemite are an important attraction. Bears, deer, squirrels, chipmunks, and many kinds of birds pleased us.

We found many activities to keep us busy. Driving, hiking, swimming, fishing, riding, and community singing filled our week. The park personnel gave information and supervised activities which could be enjoyed by all without hurting the natural beauty.

Composition: Thesaurus and Dictionary Skills

Planned for advanced students

Performance Objectives

The student will practice using the thesaurus.

The student will correlate the thesaurus and the dictionary by writing original sentences using synonyms and verifying their meanings and appropriateness.

The student will discover the value of these reference aids in writing effectively.

The student will compose original sentences and capitalize and punctuate them correctly.

Materials

Student worksheets

Thesauri and dictionaries

Pencils or pens

Motivation

Relate this exercise to the previous one in which the thesaurus was used. Explain again that the thesaurus does not define words; it lists synonyms which may have dissimilar connotations.

Give an example: "microscopic" and "short" are synonyms for "little" but they are not interchangeable. The new learner of English must frequently verify meanings in the dictionary to determine the appropriateness in specific sentence situations.

Procedure

1. Distribute books and worksheets. Check comprehension of the directions by doing the first item together.
2. Allow sufficient time for students to complete the first five. Share the results.
3. Proceed with the remainder. Share again.
4. Collect and correct. Return for student perusal. Collect again and file.

Thesaurus - Dictionary Lesson

Assignment:

Find three substitutions for the following words. Write a sentence using one of the new words. Verify your usage by checking the dictionary.

Example:

beautiful

handsome

elegant

well-formed

The room was elegantly furnished.

1. beginning _____
2. walk (v.) _____
3. job _____
4. get _____
5. advise _____
6. say _____
7. answer (v.) _____
8. help (n.) _____
9. tall _____
10. little _____

Composition: Argument Pattern with Contrast

Planned for advanced students

Performance Objectives

The student will choose a position on a controversial topic and organize his argument.

The student will state his argument in a structured written pattern.

The student will use concise sentences and correct punctuation in a paragraph.

Materials

Student worksheet with model composition

Composition paper

Pencils and pens

Motivation

Discuss differences of opinion concerning controversial topics such as capital punishment, socialized medicine, women's liberation, etc.

Discuss the need to express one's opinion clearly, logically, and convincingly by stating arguments in support of a position.

Procedure

1. Distribute worksheets. Read the positions, the assignment, and the model. Observe that the composition follows the paragraph form outline.
2. Direct students to select one of the two positions, to write clear statements, to check each sentence for complete subject and complete predicate.
3. Circulate to assist. Correct with individual students, if possible.
4. Recopy and share. Discuss the most persuasive arguments.

Note: Provide several topics with opposing positions if you prefer.

Argument Pattern with Contrast

Student Worksheet

Position A: Any adult should have the right to buy a handgun to use for legitimate purposes.

Position B: The sale of handguns should be limited to police and other law enforcement professionals.

Assignment

The positions above are very broad and permit you to offer many arguments. Select one of the positions and write a paragraph to support it.

Sentence 1: Restate the position above or make it more specific.

Sentence 2: Tell the results of the opposite position.

Sentence 3 and a few following ones: Give reasons in support of your position.

Last sentence: Restate your position in different words which convey the same meaning.

Model Paragraph

The sale of handguns should be limited to police and other law enforcement professionals. When the law permits any adult to possess a handgun, numerous violent crimes are committed. Ordinary citizens cannot be trusted to use guns only for legitimate purposes. There is no practical way of determining whether or not the purchaser has good intentions. Also, there is no practical way of determining the temper of a purchaser. Many owners of guns do not plan crimes but commit them in sudden anger. Therefore, I believe in a very restricted sale of handguns.

Composition: Report through Example

Planned for advanced students

Performance Objectives

The student will report on some of the arrest and trial procedures of his country through an example. He will compare American practices in this regard to those of his country.

The student will proceed logically and chronologically to list steps in a process.

The student will employ his knowledge of sentence structure, capitalization, and punctuation to produce a clear report.

Materials

Student worksheets with assignment, vocabulary list, and model

Copy of the Bill of Rights if possible

Film about the court system, if possible

The lesson is based on the film, "The Bill of Rights in Action: Story of a Trial," but the lesson can be conducted without it if it is not available.

Pencils and pens

Motivation

Discuss the American principle of justice, "Innocent until proven guilty." Contrast it with the stringent requirement to prove innocence that some countries enforce.

Introduce the hypothetical situation: a young man is caught removing hub caps from a car which doesn't belong to him. Discuss possible explanations.

Point out that the model composition will report on the typical American procedures in such a case by giving an example and listing the steps encountered by the suspect.

The report will illustrate the individual's rights guaranteed by the Bill of Rights. Briefly describe this document.

Note: The motivation and procedures are lengthy, but they produce thoughtful, enthusiastic work.

Procedure

1. Read the model composition. Discuss the vocabulary.
2. List the steps in arrest and trial procedures as they are illustrated in the composition.
 - A. Apprehension by law officers
 - B. Rights read
 - C. Booking, fingerprinting, phone call
 - D. Detention in jail
 - E. Appearance in court to hear charges and enter plea

- F. Bail setting
 - G. Appointment of public defender
 - H. Speedy trial (within 60 days) by jury
 - I. Witnesses called by both attorneys; accused sees and hears the witnesses
 - J. Jury pronounces verdict
 - K. Judge pronounces fair sentence
3. Point out that the Bill of Rights guarantees:
- A. Right to speedy and public trial by an impartial jury
 - B. Right to be informed of the accusation
 - C. Right to confront witnesses against the accused
 - D. Right to call witnesses in favor of the accused
 - E. Right to an attorney appointed and paid by the court if the accused cannot afford to hire and pay one
 - F. No cruel or unusual punishment
 - G. No excessive bail or fines
4. Read amendments 6 and 8, if desired.
5. Discuss the importance of individual rights.
6. Read the assignment.
7. Allow sufficient time for students to write. Circulate and assist.
8. Correct with individuals. Return papers for recopying.
9. Share. File.

Report Through Example

Student Worksheet, Page 1

Model Composition

Leland Carson was discovered by the police in a parking lot while he was removing a hub cap from a car which did not belong to him. The police handcuffed him, informed him of his rights, and took him to the police station. At the station, he was again informed of his rights, booked, and fingerprinted. Then he was locked in a cell.

Two days later, he was brought to court to hear the charge against him and reply. This procedure is called "arraignment." Mr. Carson pleaded "not guilty." He wanted a jury trial. He said that he could not afford a lawyer, so the judge appointed a public defender for him. This attorney would counsel and defend the accused man. The judge also set bail and set a date for the trial. When Mr. Carson's brother posted the bail, Mr. Carson was permitted to leave the jail.

Thirty-five days later, he appeared in court. The judge, the jury, the defendant, and the lawyers listened to the testimony by witnesses called by the prosecution and defense attorneys. The jury declared Mr. Carson guilty as charged. Since it was a first offense, the judge pronounced a suspended sentence of sixty days in jail and six months probation. Mr. Carson went back to work and reported to his probation officer once a month.

Report Through Example

Student Worksheet, Page 2

Assignment

Study the model report. Use the same hypothetical crime or a similar minor offense, but give the suspect a name typical of your country. Describe the steps the accused would go through from the time of discovery by the police to the time of punishment or release in your country. Write clear sentences with complete subjects and predicates. Capitalize and punctuate carefully. Review the vocabulary below.

Vocabulary List

hub cap	bail
handcuff	post bail
booked	defendant
fingerprinted	testimony
arraignment	prosecution and defense attorneys
jury	clemency
public defender	suspended sentence
counsel	probation
suspect (n.)	

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Beginner and intermediate levels. Exercises for students to complete sentences related to pictures. General interest. No variety in lesson design or format.
- Dykstra, Gerald, Richard Port, and Antonette Port. *A Course in Controlled Composition: Ananse Tales*. 2 vols. New York: Teacher's College Press, Columbia, 1966.
Advanced level. Readings and excellent exercises for controlled writing. Culture limited. Needs supplementary self-expressive work.
- English Language Services. *The Key to English Series: Letter Writing*. New York: Collier Macmillan International, Inc., 1964.
Intermediate and advanced levels. Models, mechanics, rules. Suggested correspondence problems: personal and business replies, applications for jobs and colleges, thank-you letters, wedding invitations, reservations, announcements.
- Friend, Jewell A. *Writing English as a Second Language*. Glenview, Illinois: Scott, Foresman and Company, 1971.
Advanced level. Model compositions and exercises for description, explanation, narrative, argument, contrast, etc. Difficult, but adaptable. Valuable for pre-high school or college students.
- Hall, Eugene J. *Building English Sentences* (With Be, With One Verb, With Two Verbs, With Verbals). New York: Regents Publishing Company, Inc., 1969.
All levels. Composition sentence exercises combine basic patterns to create longer controlled structure sentences.
- Matthews, Patricia and Sabahat Tura. *Practice, Plan and Write*. Two books. New York: American Book Company, 1973.
Intermediate and advanced levels. Extremely long units for extensive time periods not usually possible in general ESL classes. More depth than desired, possibly, but can be adapted. Good teacher's manual.
- Paulston, Christina Bratt and Gerald Dykstra. *Controlled Composition in ESL*. New York: Regents Publishing Company, Inc., 1973.
Early advanced levels and above. Examples from literature. Exercises. Situation-based assignments.
- Wishon, George E. and Julia M. Burks. *Let's Write English*. New York: American Book Company, 1968.
Very advanced levels. Structure-controlled writing intended for use as a separate course following general ESL. Long models and exercises. Teacher's manual.

Chapter 10

The Vocabulary Development Modules

Word Inventories

The entire ESL program contributes toward vocabulary development at all levels. Some formal study of vocabulary begins during the intermediate reading module, but it is part of a larger study. Advanced students are eager to cover more territory. They are frustrated by their limitations and are inclined to consider their amazing achievements negatively because they feel a compelling need to understand more words and expressions. A vocabulary module satisfies their desire to enlarge their lexical inventories and to amplify their comprehension. A dual methodical approach appears highly successful. The first accommodates experience words and self-growth while the second imposes an objective list.

To assimilate experience words meaningfully, students should use an organized notebook to keep a record of words they encounter during field trips, reading, newscasts, tests, and other activities. Each word should be entered with pronunciation cues, definition, and a sentence which illustrates the meaning. A sample entry might read:

initiative (inishativ) - power to see for oneself what ought to be done and of going ahead and doing it

The boss liked the new employee because he showed initiative on the job.

The teacher should set a minimum quota of new entries per week to motivate awareness of words. The notebooks should be collected in a rotation plan of approximately five per week which the teacher will examine, correct, and comment on. Also, before returning them, the teacher can orally quiz several students at the beginning of the module. Thus the learning method is both incidental and structured.

The second part of the dual approach begins with the selection of a suitable text and probably some supplementary materials. Texts are organized in several manners, all of which have a sound rationale; the teacher must decide which suits the class best. Some books present new words in a reading selection followed by word study exercises. Others list words according to central ideas. Still others approach word analysis and synthesis through chapters instructing in prefixes, suffixes, base words, root words, idioms, homonyms, context clues, and dictionary practice. Each type has value and must be examined carefully for the usefulness of the specific words taught. It is important to teach words which occur frequently in speech. Some books present words common to a college-level sight vocabulary, but these are difficult and discouraging for ESL students, who complain that they rarely hear these words.

Once words are presented and studied, they must be reviewed, drilled, and used regularly for incorporation into the student's fund. "Quickie" oral drills asking for definitive sentences should initiate each module. Weekly written quizzes may include the word given (correctly spelled), a derivative and the definition. For example, the teacher gives the verb "exaggerate;" students write it. Teacher asks for noun form; students think and write "exaggeration" in a second column. Then students write a short definition in the third column. Monthly comprehensive matching tests sharpen skills and recycle words.

Prefix and suffix study should be limited to those common and frequently occurring additions which remain constant or nearly constant in meaning; otherwise they confuse students. Those elements which are frequently and consistently useful should be taught. For instance "a" as a prefix shifts meanings so often as to become meaningless except to linguistic experts, so it should be avoided. On the other hand, "sub" almost always conveys the meaning of "under," "below," or "inferior." Teaching the meaning helps students analyze unfamiliar words. Lists of some useful prefixes and suffixes follow and can supplement books which do not include their study. Students should find additional examples and check the alteration of the new words.

To practice dictionary skills, students should alphabetize their new word lists, locate them in the dictionary, note the key words, note several meanings for some words. A thesaurus-dictionary lesson which can span both modules is given in the Composition chapter. In addition to defining words, it helps students to list a few synonyms for each entry. Another activity to increase word skills is working crossword puzzles in groups. The conversation which surrounds word searches meets a primary objective of the program in a most enjoyable, productive manner.

Idioms

Idioms encompass special difficulties in all languages because the expressions have a meaning different from the logical sum of the individual words as they are defined in the dictionary. Also, they occur with marked frequency in normal speech and therefore cannot be ignored. The idioms module can be capably handled by an instructional aide who should follow a plan for the consecutive steps which require three or four half hour periods—usually a two week presentation. The structural plan is included.

Select an idioms text that groups the items for launched beginners, intermediates, and advanced students and that includes coordinated exercises. Use the book selectively, bypassing those items which rarely occur in your region. Quiz, use games, write dialogues, work in pairs. Maintain a brisk pace. Many of the student-written dialogues or sentences are worth typing for later use in tests and in presentation to later classes.

Through this multi-faceted approach, students are more than exposed to vocabulary. They learn new words and expressions as well as word-attack skills through depth study which assures assimilation. Teachers interested in measuring growth objectively may be interested in the tests of vocabulary in context prepared by the English Language Institute. A source of supply is in the chapter on testing.

Idioms Unit: Structural Plan

Planned for launched beginners or intermediates

Based on *Essential Idioms in English*, Regents Publication, Simon and Schuster, New York, 1971.

First Day

Warm-up:

Review previously studied idioms by using phrase-strip flash cards for about five minutes; student gives meaning or a sentence which illustrates meaning.

Introduction of new idioms:

Explain six new idioms (half of the text lesson). Clarify, expand examples; answer questions.

Second Day

Warm-up

Introduction of six more new idioms (second half of text lesson)

Review the first six

Third Day

Warm-up

Oral practice on exercises A and B

Fourth Day

Write selected items from exercises. *or*

Assign two or three idioms to pairs of students who talk them over and write two or three original sentences, using them correctly (about twenty minutes). Share the sentences orally or write some on the chalkboard for the class to evaluate for appropriate use.

Some Useful Prefixes

Prefix	Meaning	Example
pre-	before	premature
ante-	before	anteroom
post-	after	postpone
bi-	two	bicycle
tri-	three	tricycle
circum	around	circumnavigate
con	together, with	conspire
contra-	against	contradict
extra	beyond	extraordinary
in, il, im, ir, un	not	insignificant illegal impractical irresponsible unpopular
re	again, back	reapply; repay
retro	backward	retroactive
semi	half	semicircle
super	above	supernatural
trans	across	transport
ultra	beyond, exceedingly	ultraliberal
omni-	all or every	omnipotent
inter	between	interstate
intra	within	intrastate
mal	bad	malfunction
co	together	cooperate
geo	earth	geography
mis-	wrong	misspell
mis- or miso-	hate	misanthrope
phil or philo	loving, fond of	philanthropist
macro	large, long	macroscopic
micro	small	microscopic
mono or mon	one, single, alone	monarchy
poly	many	polygamy
bio	life	biology

homo	one and the same, like kind	homogeneous
hetero	different	heterogeneous
hyper	over, above, beyond the ordinary	hypertension
hypo	under, beneath, less than	hypodermic

Some Useful Suffixes

Suffix	Meaning	Example
phobia	fear or dislike	claustrophobia
logy	science, study of	anthropology
tomy	cutting, incision	appendectomy
archy	rule	monarchy
ship	rank or position	leadership
ful	full of	mournful
ish, ive, ine, like	being, like	childish creative asinine catlike
able	making, worth, able to be	profitable, remarkable returnable
ous	full of	nutritious
er, or, ist, ian	person or thing that does something	driver, inventor, pianist, librarian
wise	way, manner	lengthwise
some	having considerable degree of	lonesome
ling	little; one pertaining to	duckling hireling
hood, age, dom	whole group, way or state of being	manhood, marriage, kingdom

Bibliography: The Idioms Module

- Dixon, Robert J. *Essential Idioms in English*. New York: Regents Publishing Company, Inc., 1971.
Beginning, intermediate, and advanced sections. Introduces idioms with definitions followed by two or three sample sentences and two sets of exercises. Spanish, French, and German equivalents listed in the appendix.
- McCallum, George. *Idiom Drills*. New York: Thomas Y. Crowell, 1970.
Presents idioms through sustained adult dialogues followed by substitution drills and exercises.
- Weiner, Solomon. *A Handy Book of American Idioms*. New York: Regents Publishing Company, Inc., 1958.
Alphabetical pocket dictionary of more than 1200 commonly used idioms with sample sentences.
- Whitford, Harold C. and Robert J. Dixon. *American Idioms and Idiomatic Usage*. New York: Regents Publishing Company, Inc., 1971.
A useful reference dictionary of more than 5000 idioms with sample sentences.

Bibliography: The Vocabulary Development Module

Note: The following books are prepared specifically for ESL.

- Barnard, Helen. *Advanced English Vocabulary*. 4 workbooks. Rowley, Massachusetts: Newbury House Publishers, 1972.
Intermediate and advanced levels. Supplemental tapes, grammar, comprehension, and composition books available. Teacher's book and answer keys for students. Assumes knowledge of 1,000 common English words. Presents next 2,000 words in programmed workbooks. Intensive, thorough preparation and drill of practical vocabulary. Contains Section Vocabulary, Word Study, Dictation Exercises, Reading Passages, and Unit Tests. Excellent college-level preparation.
- English Language Services. *Special English*. 15 books. New York: Collier Macmillan International, Inc.
Tapes available. Fills particular vocabulary needs for students or professionals in medicine, aviation, engineering, banking, international trade, agriculture, journalism, or hotel work.
- Franklin, Harry B., Herbert G. Meikle, and Jeris E. Strain. *Vocabulary in Context*. Ann Arbor, Michigan: University of Michigan Press, 1964.
Simple, everyday vocabulary drilled in conversations to promote acceptable usage of two-word verbs, prepositions, and modals. Does not build lexical inventories significantly, but attacks different, important vocabulary problems. Intermediate level.

Note: The following books are not prepared specifically for ESL, but are easily adaptable and valuable.

- Deighton, Lee C. *Vocabulary Development*. New York: The Macmillan Company, 1964.
Intermediate and advanced levels. Programmed method. Presents idioms, prefixes, suffixes, base words, root words, context clues to word meanings, and dictionary skills.

- Levine, Harold. *Vocabulary for the High School Student*. New York: Amsco School Publications, 1967.
Advanced level. Edition with answers available. Presents new words under central ideas. Prefix and suffix lessons. Exercises and reviews.
- Lewis, Norman. *RSVP*. Books 1-2-3. New York: Amsco School Publications, 1967.
High intermediate and advanced levels. Presents frequently used words in context and stresses the many forms or derivatives of words. Exercises designed to improve reading, spelling, vocabulary, and pronunciation.
- Thomas, Richard C. *Hayes Activities for Vocabulary Building*. Ditto master packet. Wilkensburg, Pennsylvania: Hayes School Publishing Company, Inc., 1971. Ref. #R147 and R148.
Intermediate and advanced. Presents high-frequency words in synonym groups with exercise and test sheets. Helpful vocabulary preparation for college entrance exams.

Field Trips

Classes which meet in the daytime can exploit community resources to enrich their programs; night classes are more restricted but can usually take advantage of those places which are open evenings. ESL students can derive benefit from class trips affording a variety of experiences. Acquainting them with local goods and services is a wise, initial direction. If consumer education is included as part of the ESL program, field trips can be planned to coordinate with the subject area.

Public utilities companies frequently welcome visitors, offering tours and/or demonstrations. Teachers should inquire from the gas company, the electric company, the water company, and the telephone company for availability and arrangements.

Major companies and industries will often permit groups to tour with a guide if previous arrangements have been made. Large bakeries, canneries, manufacturing mills, newspaper offices, and some factories will accommodate groups.

Some places of interest which provide cultural enrichment are worth the time and planning necessary. Museums of art and of natural history, botanical gardens, arboretums, centers of historical interest may be at distances requiring transportation by chartered bus. An all-day trip can be planned at fairly low cost to the students if classes are large enough.

The harbor, the airport, the train or bus terminal, or a zoo initiate learning experiences which unfold and mature in the classroom. Dialogues evolve from real situations.

To benefit from field trips, students of English need some preparation to familiarize them with the people they will see and with the terminology they will likely hear. First, the teacher must stress the purpose of the field trip and sell it as a learning experience—for practical or enriching information as well as for the enjoyment of participating in a group activity. Next, the teacher anticipates vocabulary needs and presents the new words with their meanings to the students on more than one occasion before the class trip. The teacher also prepares and distributes field trip guide sheets (see sample) and maps, if necessary. Answering the questions on the guide sheet reinforces purposefulness and clarity regarding the particulars of the trip. Finally, the teacher encourages students to listen and observe during the tour and to inquire of him or the aide, at a proper time, those things which they do not understand. If certain standards of conduct are necessary, as in a courtroom, these should be explained beforehand.

At the next class meeting following the field trip, students' learning, questions, and opinions should be shared openly to clarify concepts, to broaden knowledge, and to express reactions to observations. Beginners vocalize while intermediate and advanced students vocalize and write reactions or opinions. To summarize, the value is tangible, but the teacher must determine feasibility in specific circumstances.

Field Trip Guide Sheet

Before

1. Which place will we visit?

2. Where is it located? Do we need a map?

3. What is the date of the field trip?

4. Where will we meet?

5. What time will we leave? What time will we return?

6. How will we be traveling?

7. What will the trip cost?

8. Why are we going on this field trip?

9. What new words may we hear, and what do they mean?

After

10. List 3-5 new words you learned.

11. What did you find most interesting?

Audio-Visual Presentations

Creative teaching employs a host of techniques and materials which capture the interest and attention necessary for learning. Planned audio-visual presentations can be the nucleus of diverse instructional experiences during the week. They are primarily motivations for activities followed through in other modules.

Films, filmstrips, and records are the usual materials, but visual kits containing sample items, products, and artifacts of particular countries can be assembled, exhibited, and explained by students. Aural, oral, visual, tactile, and possibly olfactory senses are engaged in the encounter. Students practice delivering and understanding sustained discourse.

Also, volunteer speakers bureaus are instrumental in helping the teacher to schedule a speaker/photographer to present slides or films and commentary.

Likewise, school nurses, police representatives, firemen, telephone company representatives are resource persons for topics of health and safety; their presence lends impact to vital messages. Students, themselves, frequently have slides of their countries or their travels; the teacher must emphasize general interest and must limit the number of slides or the amount of time to be spent.

For the teacher to preview the film or filmstrip/recording is ideal and certainly desirable. However, it is rarely possible or even practical to manage with limited film loans, with shared equipment inaccessible on demand, with time schedules, and with a variety of other obstacles. It is the assumption of this section that, practically speaking, the majority of teachers find it necessary to rely on: 1) film descriptions in catalogs, 2) any information of film content accompanying the reel, 3) their prior viewing of films with other classes.

In selecting an audio-visual aid the teacher has several factors to consider. From available information he must determine: 1) the film's educational, cultural, or practical value; 2) possible interest value for the group; 3) the grade level of the vocabulary and presentation; 4) the time required for the showing; 5) the sources for borrowing and returning; 6) the possibilities for correlation with class activities.

In introducing an audio-visual aid, the teacher's familiarity with the film or filmstrip (preferred with a recording) and his preparation will determine the length of lesson motivation. Although it may necessarily be general and brief, the motivation must supply the students with a definite purpose for its exhibition.

During the film's progress the teacher takes notes of the sequence of events, of main ideas and new words, and of significant details. His written observations guide the follow-up discussion which clinches the true learning value of the teaching aid. Occasionally, with a few films or aids the teacher may require real initiative and inventiveness to enhance their learning value.

Audio-Visual Presentation: Structural Plan

Performance Objectives

The student will view an audio-visual teaching aid for enrichment.

The student will relate spoken English with visualization.

The student will interpret what he views.

The student will answer questions to check his understanding of the main ideas and to test his ability to recall significant details.

The student will use his learning in discourse, composition, vocabulary development according to his study level.

Materials

Film from these possible subject areas: history, geography, art, safety, economics, language, literature, community or consumer services, humor

Filmstrip/ Recording

Slides with narration provided by a resource person or by a sharing student with the teacher's assistance

Projector and screen

Record player for a recording

Room Preparation: proper ventilation, ample seating, room darkening shades, set-up of equipment

Motivation

The title or subject of the teaching aid is written on the chalkboard and read aloud.

Possible Questions or Preliminary Steps to Film Showing:

- 1a.
 - From the title what do you think the (film, filmstrip) is about? (Help students classify.)
 - This film is about an important event in American history. Do you know what _____ (is, was)?
 - Today's film dramatizes a story by a famous author. (His, Her) name (is, was) _____. (Teacher gives a brief sketch of the author and, if able, clues students what to expect or listen for in the dramatization.)
 - Today's film is about the native country of some of our students. (Show its location on a map, if possible. Name students from the country who may be able to provide additional information or to answer questions.)
- 1b. _____ is sharing some slides with us today. They will show _____. Would any of you like to ask (him, her) some questions about them before we begin?
2. (List a few words which may be mentioned but unfamiliar in the presentation.) Does anyone know what this word could mean in a film about _____?
3. Instruct students to watch and listen for specific information or to try to answer a particular question.

Procedure

- Before the projection inform students of possible need to stop if the film breaks or if the sound needs adjusting.
- During the showing the teacher may find it desirable to repeat special words or rephrase certain ideas.
- Teacher takes notes during the presentation to use in the question/answer period.
- After the projection the teacher asks pertinent questions about the film or filmstrip, extends student learning by review and elucidation, asks students to contribute their remarks, conclusions, deductions. If the film concerns a country with representative students, these persons can be asked to evaluate the film as to its recency, to answer questions, and to give their personal opinions of the film's accuracy.

Follow-up

- Students may continue discussion in another module.
- Students may prepare a written outline and report for advanced composition.
- Students may add new words to their study lists for vocabulary development.

Social Activities

In many situations, the ESL class represents more than just a place to learn English. It is a place to meet friends, share accomplishments and difficulties, gain acceptance, and build lasting concepts of this country, chosen for permanent or temporary residence. The teacher should keynote an atmosphere of warmth and helpfulness. He can reach beyond, yet fortify, academic needs by providing social outlets which invite the participants to contribute and receive in a variety of experiences.

Rudimentary friendly exchange lies in the sharing of food; an international potluck or picnic is a matchless joy. Simple classroom or park facilities are usually adequate; holidays or seasons lend a theme.

Talent sharing through student entertainment can highlight festivities. Folk songs, dances, and instrumentals announced by a student master or mistress of ceremonies comprise an extraordinarily delightful event.

A winter tree-trimming party using popcorn, cranberries, and origami ornaments gives adults an opportunity to recapture some childhood joys as does the spring activity of coloring and decorating hard-boiled eggs. The amount and degree of enthusiastic participation is usually beyond expectation.

Each situation and locale suggest additional possibilities well-spaced throughout the year.

At the administrative level, the task of on-going evaluation serves to coordinate community needs with school goals, to calculate program effectiveness, to upgrade programs by discovery of more efficacious means of instruction, and to determine allocation of funds for programs and materials. Districts are increasingly engaged in goal-setting processes establishing objectives which can be measured. At the class level, evaluation serves to rate teacher and student performance, to determine modular needs, to diagnose strengths and weaknesses, and to prepare students to achieve their aims. Individual classes must contribute to effectiveness of programs and prove that they meet community needs. The teacher is accountable to the students and to the school, which is accountable to the administration, which is accountable to the people.

Consequently, some means of measurement must be employed and thus an area of controversy arises. Proving learning in both the cognitive and affective domains is no easy assignment, but the latter must not be ignored if students are to be considered in the fullness of their individuality. In adult ESL, a course replete with central and peripheral human feelings, the measuring instrument must be exquisitely attuned to personal sensitivity of students. Some options are: observable behavior reporting, opinion surveys, informal oral interviews, formal oral tests, student written work files, teacher-prepared tests based on the course outline, and standardized written tests. Statistical reporting is not possible with all of them, nor should it be required.

Observable Behavior

Classes involving students who are deficient in literacy skills require the most judicious choice. Educationally disadvantaged persons can make tremendous gains in knowledge and attitudes by enrollment in adult classes. Their continued enrollment must not be risked by an unreflective test. Teachers must protect such students from tests which threaten the often fragile self-image. Observable behavior is the most subtle means of appraisal; if required, it can be anecdotally reported. It requires cognizance of many indications of learning:

- Feedback in the classroom through intelligent responses and questions
- Increased interaction among students in English, incorporating some of the newly learned patterns and vocabulary
- Informal communication between student and teacher, student and student
- Quality and progress of work on file
- Students' expressions of satisfaction
- Attendance consistent with responsibilities beyond school
- Student awareness of and use of community resources—library, health services, parks and recreation programs, cultural offerings such as museums, galleries, and drama or musical presentations
- Numbers of students who are able to function capably in classes beyond ESL such as adult education programs in vocational, practical, or fine arts as well as academic courses in high school or college
- Numbers of students who get jobs requiring some knowledge of English

Opinion Survey

Another means of rating teacher performance is a student opinion survey which subjectively ranks instructional quality, materials, and student satisfaction. Self-motivated adults know why they attend school and whether or not they are getting what they want educationally. Providing the opportunity for them to express their appraisal anonymously is a revealing, profitable technique. The results must be interpreted as a whole to allow for individual aberration and to benefit from consensus. A suggested survey is included; it can be altered to suit an individual situation.

Oral Interviews and Tests

To accommodate students who are not necessarily illiterate, but who are weak in literacy skills, oral tests are preferred. For placement, a simple enrollment interview is a surprisingly reliable guide for beginner and intermediate levels. In the sample included, the questions and approach are informal and conversational. The student is unaware of being tested, but the teacher is listening perceptively to the responses and making a flexible appraisal.

Interviews which test all of the verb tenses at more advanced levels are also available in informal and formal instruments. The former are quickly and easily administered and assessed, while the latter require approximately one-half hour of the teacher's time on a one-to-one basis in a quiet room. Again, the teacher must examine various forms and use the one best suited to his students and his schedule. See the bibliography for descriptions and availability.

Student Work Files

Still another test-shy group is in the beginner level classes. Excellent indications of their progress can be noted in work papers which are filed methodically. If lessons are well presented and student attendance is regular, spelling papers, compositions, and review units demonstrate growth and mastery.

Written Tests

If the instructional situation does not limit the type of test the teacher feels free to give, he should plan a regular schedule of objective testing preceding and following a course of instruction. Often the same test can be used as a pre- and post-test if it is not used as an instructional device after it is administered. Careful records should be kept for interpretation of class strengths and deficiencies as well as for diagnosis of individual needs.

Review units in basic texts or teacher-prepared reviews are certainly valid instruments which should be coordinated with course objectives and interpreted accordingly. They point out areas for reteaching or horizontal stress and indicate readiness for more advanced study. The teacher should be aware of the specific skills measured to use the results intelligently.

In addition to self-evaluation, testing establishes a basis for wise counseling. Entrance examinations for colleges often require prospective foreign students to take the Test of English as a Foreign Language (TOEFL). To determine whether or not the student is ready to score sufficiently well on this examination, the Michigan Test of English Language Proficiency is a reliable guide. A score of 80 or above usually indicates that the student is instructionally prepared for TOEFL. The results of this test are also a guide to the student's ability to comprehend material in other classes beyond ESL—arts, basic education, vocational courses, and the like.

Oral Interview

Some Preliminary Observations

An initial interview such as may be conducted for enrollment purposes is quite indicative of the student's ability and may serve as a placement test. If the student can only manage the first few questions and requires much repetition, he will be assigned to the beginner level. If the student understands most of the questions with some difficulty and answers them awkwardly, he will probably belong in the intermediate level. If he answers all the questions easily in the indicated tenses and in the acceptable word order, he can be assigned to the advanced level.

However, the oral interview is certainly not foolproof. Some students are extremely nervous at the first meeting and perform so poorly that they are misplaced. Others appear confident and have good conversational skills but need an easier level of grammar and composition. A more formal test refines the placement, but it is better to postpone it if there is a risk of embarrassing or alienating the prospective student.

The Interview

Teacher:

- Are you a student for the English class?
- My name is _____. What's your name?
- Which country did you come from?
- How long have you been in the United States?
- Did you study English in your country?
- (If yes) How long did you study English in _____?
- We need some information about you. What's your address? (or Where do you live?) What is your telephone number?
- (If the student could be a minor) What is your age? (or How old are you?)
- We need to have the name of a person to call in an emergency. If you became sick at school, we would need to notify someone. Can you tell us the name of a person to call in an emergency—a relative or friend? What is this person's telephone number?
- Do you have a health problem that we should know about? (vision or hearing problem, diabetes, etc.)
- Do you live with your family?
- Do you have a driver's license?
- Do you have any friends in this school now?
- How will you come to school?

If the student understands the questions satisfactorily, explain the modular system to him and ask if he would object to taking a placement test. If he appears hesitant or worried, postpone the test and prepare a program for him to try. Consult him on the areas he wishes to study. If he is unsure, invite him to observe the modules before making his choices. Be sure that the student understands that the first program can be changed easily to suit his level and needs.

The Student Evaluation Sheet

Introduction

The sample of a student evaluation of the ESL class in a modular program may be revised or abbreviated to suit the class level—Advanced Beginner, Intermediate, Advanced. Using the same form, the teacher may omit certain questions or parts for a particular group. Some questions intentionally restate an idea to double-check a student's understanding or consistency of opinion. The point in time for its distribution is best decided by the individual teacher but should certainly be near the change of semester when suggestions and alterations can be used in the ongoing planning.

How to Use the Sample Form

- The instructor explains the meaning of "evaluate" and the purpose of the survey.
- Students do not sign names and may print in order that their opinions can be frank and, hopefully, helpful.
- Each question to be answered is read aloud, and the concept is clarified, if necessary, by the teacher or aide.
- The teacher or teacher's aide do not circulate.
- The papers are collected by student helpers.

Evaluate Your English Class

Note to Teacher: Retain the yes - no answer selections for quick inventory with advanced beginners, but modify to choices such as Very much, A little, Seldom, etc. for refinement with advanced students. A rating scale of 0 - 10 could also be used if you are able to explain this concept to the class.

Directions: Do *not* sign your name! Circle your answer.

1. How often do you attend English class each week?
Days 1 2 3 4 5
Evenings 1 2 3 4 5
2. Do you stay in class for the full time?
yes no usually
3. In which month did you enroll in class?
September February
October March
November April
December May
January
4. About how often are you absent in a month (four weeks)?
Days/Evenings 3 times 4 times 5 times
 many times never

5. Do you like your English class?
yes no
6. Do you enjoy the friendship of the other students?
yes no
7. Do you think that the teacher plans the lessons?
yes no
8. Do you think that the teacher is really interested-in helping you?
yes no
9. Do you like the books and materials you are using?
All Some None
10. Do you think that the teacher is prepared to teach the lesson?
yes no always never
11. Is the English class helping you to learn the language?
yes no
12. Do you try to speak to other students in English?
Often Sometimes Never
13. Do you understand spoken English better now than before you started to attend class?
yes no
14. Do you speak English better now than before you started to attend class?
yes no
15. Do you have time to study English at home?
yes no a little time
16. Do you know more English words and expressions than you did before?
yes no
17. Do you enjoy the way the teacher teaches English?
yes no
18. How would you rate your English teacher?
Outstanding Good Average Poor
19. Do you use your knowledge of English outside of class?
yes no
Where?
At work At home In a different class
With American friends When shopping in stores
In some offices (school, immigration, etc.)
20. Do you think the teaching methods should be improved by the teacher?
yes no
21. How much progress have you made by studying English here?
Excellent Very good Good No progress

22. Direction: With numbers rank your modules in the order of helpfulness. Write the number 1 for the most helpful, etc.

_____ Pronunciation
_____ Dialogue or audio-lingual practice
_____ Grammar
_____ Vocabulary and reading
_____ Listening
_____ Spelling and handwriting
_____ Idioms

Directions: Write or print your answers for the questions which follow. Express your opinions or ideas honestly and clearly. Thank you.

23. If a module could be added or changed, what would you like included?

24. What remarks or suggestions do you have about the English class?

Source List: Testing

Placement Tests

English Second Language Placement Tests. Donna Ilyin.

Alemayn Adult Education Center

750 Eddy Street

San Francisco, California 94109

Determine placement in levels one to six. Available in several forms. Test general English usage. Based on several texts which are listed on an accompanying brochure. Have established norms. 50 items per test.

The Ilyin Oral Interview. Illustrated test book, manual, answer sheets.

Newbury House Publishers

68 Middle Road

Rowley, Massachusetts 01969

A formal oral test to be administered individually for placement at beginning, intermediate, and advanced levels. Requires 10 to 30 minutes. Recommended for students who are deficient in literacy skills.

The Oral Placement Test. Bernice Weiss.

Long Beach City College

Business and Technology Campus

1305 East Pacific Coast Highway

Long Beach, California 90806

A conversational interview which tests decoding and encoding of phonology, syntax, and semantics through ten items. Applicable to all students. Convenient to administer and evaluate.

Achievement Tests available from: Follett's Michigan Book Store

322 South State Street

Ann Arbor, Michigan 48108

ELI English Achievement Series in Vocabulary, Grammar, and Aural Comprehension

Three examinations for each of the three areas—nine test booklets in all. Tape accompanies AC test. Items based on three texts by Lado and Fries, but cover general usage of English at three levels. Good progress tests or pre- and post-tests.

The Examination in Structure, Forms A, B, and C

150 items. Requires one hour. Tests progress through early advanced level.

The Michigan Test of English Language Proficiency, several forms.

100 items. Requires 75 minutes. Tests structure, vocabulary, and reading comprehension. Determines readiness for college work.